No second chance

BRIAN COX

'Selection depends on borderline decisions which bear no relation to later performance'

At this time of the year, many sixth-formers look forward with anxiety to interviews for admission to polytechnic or university. My own first experience of this ordeal was a disaster.

In those pre-UCCA days, I applied to only two universities, King's College and University College, London. King's turned me down by post, but University College granted me an interview. At the age of 17, I confronted the famous Anglo-Saxon scholar, Professor Sisson.

"Are you interested in philology?" was his first question. I wondered whether to tell a fib and say "yes", but decided truth was more expedient. "I don't know what that word means, sir," I told him.

He gestured to an Oxford dictionary on the shelf behind me. Hoping desperately that the word began with "ph" not "f", I found the definition. I looked up at him, and there was silence. When I put the dictionary back on the shelf, he asked me for the definition.

After this unfortunate start, my nerve had gone and I said little. I recall that we discussed problems of carving letters on wood or stone. He asked me what difficulties I faced when I carved my initials on a desk. At my state schools, we just didn't do that sort of thing, for it was punishable by the cane. I looked blank, while he explained that straight lines are easier to carve than curves. He rejected me.

I was very fortunate that I could take Oxbridge scholarships in December before conscription into the army in February, so having been rejected by London I went to Cambridge instead. I regard myself as fortunate that I began my undergraduate career at the age of 21, and believe that all sixth-formers do well to take a year in work before their university or polytechnic courses.

After these experiences, I retain a strong prejudice that university interviews are unjust. This view was confirmed when I took part in interviews of applicants for admission to the English department at Hull. Four or five of us together would interview each student, and we often disagreed. The art of interviewing is a professional skill. Two interviewers need to see each student separately, and to record their valuation in writing before they meet together to reach agreement. Otherwise strong-minded lecturers win the day.

We made bad mistakes. An older man answered our questions with such inflexible dogmatism we became convinced he was unteachable. After we'd rejected him, he obtained a mature scholarship which in those days gave him the right to enter our department. Three years later we awarded him a first. At the interview his inflexibility was simply the result of nerves.

A pretty girl performed so brilliantly we almost clapped as she withdrew. She talked eloquently about her set books, and when questioned about her private reading referred enthusiastically to a wide range of literature.

When she turned up at Hull she proved the weakest student in her year. She'd been well-trained for interviews by her school, of course, but her real talent was for flirtation. She talked to strangers, particularly males, with easy animation, and she certainly made fools of us.

Parents are often forced to pay large travel expenses so their children can attend interviews, and I doubt whether this is justified. Many university admission officers would not agree with me. They would claim that they carry out interviews in a far more professional manner than was usual 40 years ago when I suffered at London. They argue that in language subjects, for example, it's possible to assess a student's performance very quickly, and that a careful interviewer can often find out a great deal about motivation.

They make valid points, and really my objection to university selection procedures is more fundamental. In August this year, in order to keep within entry targets, selectors might find themselves accepting a student with BBC grades and rejecting one with BBD. There's no evidence that students with slightly lower grades at A level would perform less well as undergraduates. The system is unfair, and undoubtedly rejected students include some who would have been awarded at least an upper second class honours degree. The whole operation of interviews and selection depends on borderline decisions which bear no relation to later performance.

In my English department at Manchester, we only interview applicants with special problems or an unusual background. We like to talk to mature students because they often need our advice. We invite all our students to whom we make offers to an open day, and many university departments now operate this system. Sixth-formers appreciate the chance to survey the campus, to hear about our courses, and to chat to tutors over a cup of tea without the pressure of knowing they are being evaluated.

For those who must face interviews, what advice is appropriate? The best advice is to consult as many teachers as possible, as well as friends who have been through the ordeal. At Hull I was amazed that some sixth-formers were taken by surprise by obvious questions. Why did you choose this university? Why did you choose this department or this subject? What books do you enjoy reading outside the texts? Quite a few students would answer questions about their personal opinions by replying "we thought . . ." or "we liked . . .", as if what was in class bore little relation to their own thoughts.

Interviews are part of a selection procedure which is too rigid. We ought to send more students into higher education and ought to provide more opportunities for a second chance. In Britain, only 15 per cent gain the minimum qualification for entry to a first degree course, whereas in America it is over 50 per cent. The sooner we expand entry into higher education, the sooner we shall overcome the anomalies and injustices of our selection procedures.

NEXT WEEK

After Nottingham
James Meikle reports on the aftermath of this weekend's pay and conditions negotiations

In control of the purse strings
How Cambridgeshire schools have reacted to managing their own finances

***THE TES* BOOK AWARDS**
The results of the fifteenth annual competition for the Information Book Awards, and of the inaugural *TES* Schoolbook Award

Extra
Children's Books

NOTICEBOARD

PEOPLE...

Mr Peter Burke has been appointed chief executive of the Southern Examining Group. He was formerly deputy secretary to the Southern Regional Examinations Board.

Mr John Hart, deputy divisional education officer in Tower Hamlets, to be divisional education officer for the inner London Education Authority.

Ms Anne Docherty to be chairwoman of the National Association of Educational Guidance Services. She was formerly deputy director of Network (Scotland) Ltd.

Mr Dick Jenkinson has been appointed part-time general secretary of the Community Education Association. He has previously worked in community education in Leicestershire, Leeds and Coventry.

Mr Robin Winch, head of Bellfields middle school, Guildford, to be head of St Mary's primary school, Bridgwater, Somerset.

CONFERENCES...

November 15
National Association for Pastoral Care in Education London regional conference on *What's new in pastoral care?* for pastoral post-holders, tutors, heads of house or year and deputy heads, at Forest Hill School, Dacres Road, London SE23. Speakers include Margaret Calstor, HMI, Ann Peake, educational psychologist. Details from Martin Baker, Manorside Curriculum Centre, Manorside School, Squires Lane, London N3 2AB.

November 22
National Association of Teacher Therapists and Teachers in Multi-disciplinary Settings conference on Lowenfeld "world technique" and support groups at Isledon Teachers' Centre, London N4. Details from Gill Eastaugh (01-979 6542).

December 1–19
New Learning Opportunities in FE and HE organized jointly by CET, FEU and NATFHE at Loughborough University of Technology. Details from Lesley McDonald, CET, 3 Devonshire Street, London W1N 2BA.

November – December
Enfield College is running a series of two-hour first-aid courses as part of the Save a Life Campaign. Details from Mrs J Simpson, Enfield College, 73 Hertford Road, Enfield, Middlesex EN3 5HA.

November 24–28
Marketing further and higher education – principles and practice at the Ladbroke International Hotel, Leicester, organized by the Further Educational Staff College for staff in colleges, polytechnics and LEAs responsible for marketing any aspect of further and higher education. Details from Keith Scribbins, FESC, Blagdon, Bristol, BS18 6RG.

COURSES...

November 25–26 and 27–28.
Central Council for Education and Training in Social Work workshops on mental handicap at Earnley Concourse, Chichester. The first will look at multi-professional training and the second at training for joint planning of services. Details from Rosemary Ford, administrative officer, CCETSW, 4th Floor, Derbyshire House, St Chad's Street, London WC1.

December 3
Local Government Finance: an Oxford Polytechnic short course to update non-specialists on issues in local government finance. Speakers include David Barrell, John Deegan, Steve Hopkins and John Patrick. Details from Carolin Tidbury, Faculty Short Course Unit, Oxford Polytechnic, Headington, Oxford OX3 0BP.

December 5–7
The child with cerebral palsy in school – a course for teachers and educational advisers at Castle Priory College, Wallingford, Oxfordshire. Details from the college; 0491 37551.

EVENTS...

November 15
International Association of Teachers of English as a Foreign Language north west branch talk and workshop on *Video materials in the ELT classroom* by Sheila Llewellyn at Educare, Santiadd, Burnage Lane, Manchester. Details from Jenny Jewell, Central Manchester College, Openshaw Centre, Whitworth Street, Manchester.

November 22
General Introduction to ballet – a Royal Ballet study day for teachers at the Royal Opera House. Details from Kate Castle, Royal Opera House Education Unit, Covent Garden, London WC2.

November 27
Education 1836–1986: partnership and professionalism by Professor William Taylor in the Logan Hall, University of London Institute of Education, 20 Bedford Way, London WC1 at 5.30 pm. Admission free.

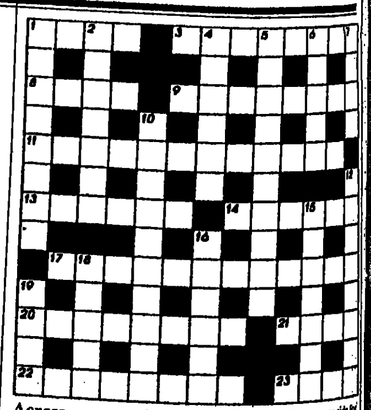
PUBLICATIONS...

Microcomputers in primary schools
The *Interim Report on the use of microcomputers in primary schools* is available from the Reading and Language Centre, Reading University School of Education, London Road, Reading, Berks RG1 5AQ, price £2 including postage.

Maths GCSE
The Cardinal Wiseman School, Birmingham, has published a booklet outlining their limited grade GCSE mathematics Mode 3 school coursework only, approved by the Southern Examining Group for examination in June 1988. Details of the scheme, which is divided into statistics, money management and general mathematics, are available from Cardinal Wiseman School, Old Oscott Hill, Kingstanding, Birmingham B44 9SR, price £4.50, cheques to the Cardinal Wiseman School Fund.

The Modular curriculum
An evaluation of the modular system at Ysgol Morgan ap Iwan, Abergele, in relation to its structure, assessment and social implications has been published by the school. It costs £2.50 and is available from the school, Abergele, Clwyd LL22 7HE.

No 279 CROSSWORD by Rufus



Across

1 She's not improved by the golden touch (4)
3 Relating complicated involvement of two men and a woman (8)
8 Small serving of spuds, perhaps, given to a big star (4)
9 Kind expression is important to the press (4–4)
11 Shakespeare's playhouse in the round? (5, 7)
13 Might number clues wrongly (6)
14 Publicity wrong for counsel (6)
17 A bit to drink? (4, 2, 6)
20 Start off on holiday (8)
21 Fastener for a jumper (4)
22 A piano tested and given the OK (8)
23 Issue a permed return (4)

Down

1 A pointless contest for the loser (4–4)
2 Safe anchorages found on entering Nigerian port (7)
4 Beat time (6)
5 Boy going over an unusually arid place in Egypt (10)
6 A girl whisks egg-white (5)
7 Eternally the dream of the French revolutionary (4)
10 Famous Western stage partnership (5, 5)
12 Place on one side for repair (3, 5)
15 Terrible sinkhole for the time being (7)
16 A past love, far from extinguished (6)
18 Behave awkwardly when you get the ball and get put out (3, 3)
19 Fish has a tail-piece (4)

Solution to puzzle 278

THE TIMES
Educational Supplement
FRIDAY NOVEMBER 14 1986 NUMBER 3672
FIRST PUBLISHED 1910 PRICE 55p

Nick Baker reports on one effect of the heated debate on sex education

BBC scraps homosexual drama series

BBC Schools TV is to abandon a two-part drama for teenagers about homosexuality and bisexuality, which was to have been shown in the *Scene* series early next term.

Mates, filmed last year at a school in west London and on location on the south coast, has already been edited, prior to a screening originally scheduled for February.

It tells the story of two 17-year-old boys who run away from school and home and was described earlier in the year by its producer and director Mr Roger Tonge as "a romance".

It has no explicit scenes of homosexual activity, although the boys are shown kissing in episode 2, and the film ends *implying that* the boys will *continue their relationship*. Part of the story involves one of the boys rejecting a heterosexual relationship in favour of the homosexual one.

A BBC spokeswoman told *The TES*: "Since the *Scene* drama proposal dealing with homosexuality were discussed and agreed by the secondary programme committee of the School Broadcasting Council a year ago, there has been a heated public debate about sex education in schools. As a result, we believe it would now be difficult for many teachers to use these programmes in the manner intended."

While the BBC denies that the currently rocky relationship with the Government was a reason for axing the programmes, they agree that new legislation on sex education strongly influenced their decision, despite the fact that the new Education Act does not forbid discussion of homosexuality in the classroom.

It is known that BBC School Radio was planning to support the films (details of which have already been circulated to schools) with a phone-in programme on homosexuality. Plans to give *Mates* an evening viewing slot were also being considered.

It is understood that Mrs Mary Whitehouse knew about the films as long ago as this summer, and wrote to the BBC about them. Mr Alasdair Milne, the director-general of the BBC, wrote back to Mrs Whitehouse defending the programme makers and assuring her that the subject would be dealt with responsibly.

Mr Leslie Stewart, who wrote the play in consultation with *Scene* producer-director Mr Roger Tonge, told *The TES*: "It's come as a bit of a shock. The idea of writing the play wasn't to make life awkward for teachers but to get people in a school environment to face up to the facts that homosexuality does exist among teenagers, does cause a lot of grief and can lead directly to suicide and massive unhappiness.

"The idea was to make teachers and teenagers feel more comfortable about discussing it, and to make teenagers who are gay not feel so desperate about it."

● In a TES/MORI poll last week, a third of the teachers interviewed (34 per cent) said they believed homosexuality should be taught as an acceptable way of living while 24 per cent believed the opposite. Only 11 per cent thought it should not be covered at all – while 31 per cent did not give an opinion.

In an interview with *The TES* this week, Mrs Angela Rumbold, the minister responsible for steering the Education Bill – which included a reference to sex education – through the Commons, said she believed "it was not correct" to teach homosexuality as an acceptable way of life.

Rumbold interview, page eight. Background to *Mates* page 34.

Standing in the shadow of Baker? A sombre John Pearman, the employers' leader, waits for the start of Wednesday's pay talks at Acas with weary union leaders Doug McAvoy (left) of the NUT and Nigel de Gruchy of the NAS/UWT

Dana Mitchell

Fury over end of Burnham

by Barry Hugill and James Meikle

Plans to abolish teachers' pay negotiating machinery were formally announced in the Queen's speech on Wednesday – provoking an immediate outcry from union leaders.

The Government said it planned to scrap the Burnham Committee, set up in 1920, through legislation to repeal the Remuneration of Teachers' Act and to introduce new arrangements to negotiate teachers' pay and conditions.

Mr Fred Jarvis, general secretary of the National Union of Teachers, warned that the plan to scrap Burnham – and replace it with an interim advisory committee – would put teachers in the same category as workers at the government GCHQ intelligence centre with no "basic trade union rights".

The Queen's speech made no mention of what the new measures would be nor did it lay down a timetable for their introduction.

A Department of Education and Science spokesman explained that Mr Kenneth Baker was still hopeful that a negotiated settlement could be reached between teacher unions and local authority employers.

Within hours of the Government announcements, teachers' leaders and their employers took a significant stride towards a pay agreement to rival the package announced by Mr Kenneth Baker two weeks ago.

The teachers' panel voted by 17 to 11 in favour of accepting the local authorities' final offer as a basis for a pay agreement – and then went into further talks about conditions before ratifying any deal.

The new package is a 16.4 per cent deal over 18 months – the same as Mr Baker's – but is still loaded towards the lower paid rather than headteachers and senior staff.

However, in a significant improvement on the employers' previous offer, it allows for a pay settlement in line with inflation next year and increases the number of teachers who would qualify for principal teacher status (and extra cash allowances) from 15 per cent to 20 per cent.

The package was steered through the teachers' panel when the Assistant Masters and Mistresses Association sided with the NUT in backing the deal.

The Government intention is to set up an "interim committee to advise the Secretary of State" before establishing a permanent alternative to the Burnham Committee.

Pay negotiations, pages 10 and 11

If an agreement on pay and conditions is not reached the interim committee will be given the power to impose a settlement and this could create constitutional problems for the Government.

At issue will be the legality of a Government imposing terms of employment on people whom it does not employ. A former permanent secretary at the DES, Sir William Pile, speaking on Channel 4 News, warned the Government that any attempt to impose a contract would be like "opening a can of worms".

More worrying for the Government was the reaction of Mr Philip Merridale, the Conservative chairman of the Association of the County Councils' education committee, who said he was unhappy at the prospect of an interim advisory committee imposing a pay and conditions settlement.

"We would want to see the local authorities having an effective role in the negotiating process," he said.

Mr Doug McAvoy, deputy general secretary of the NUT, who is leading the union side during the Acas talks, said that the decision to scrap Burnham was further proof of the need for the unions to intensify their efforts to reach a negotiated settlement with the employers. Failure to do so would result in the end of free collective bargaining and the imposition of conditions of service that could be worse than those already existing, he said.

● Planned legislation on copyright was dropped from the Queen's speech. The suggested legislation included plans to introduce a video licence fee which would allow schools to legally record TV programmes and new freedom to record on audio cassette at the cost of a levy on all blank tapes.

The government's decision to shelve the White Paper will be received with mixed feelings in the education world.

The Council for Educational Technology welcomed the possibility of greater access for schools to taped television programmes. But opponents such as the National Union of Teachers' technology committee said the licensing schemes for printed and broadcast materials would have been prohibitively expensive.

● The Queen's speech also contained a Government commitment to force local authorities to tender contracts for the provision of school meals and the maintenance and cleaning of schools and colleges.

Oxford wins book prize

Oxford University Press has won an unprecedented double-first this week by carrying off both the Senior and Junior *TES* Information Book Awards.

Peter Connolly has won £500 for his archaeological book *The Legend of Odysseus*, and Terry Jennings £500 for his book *The Young Geographer Investigates Outer Regions*.

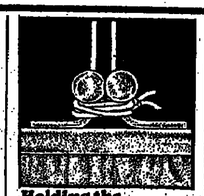
The first TES Schoolbook Award, also of £500, has been won by Adam Hart-Davis for his book *Scientific Eye*, published by Bell and Hyman.

This competition has been made possible with administrative help from the Educational Publishers Council and the Book Trust (formerly the National Book League).

Magnus Magnusson, who won the very first *TES* Information Book Award 15 years ago, presented the prizes yesterday in a ceremony at St John's Gate, London.

Judges' reports on pages 28–29

THIS WEEK



TIMES PAST THE TIMES

EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

A better class of English

Mr Kenneth Baker's speech on the English language (page 12) was stirring stuff, and in many ways a fine orotund statement of what good English teachers are trying to do, and what the findings of endless surveys and research reports, HMI, the Assessment of Performance Unit, the professional associations, Old Uncle Alan Bullock and all have been encouraging them to do more of.

In both this speech, and his earlier one to the World Congress on Reading in the summer, Mr Baker has proved himself to be a fluent proponent of some important ideas about English teaching that are, by all reports, still neglected in many schools.

The speeches have called for more emphasis on talking and listening; on literature and poetry and extending children's enjoyment of reading; on building on the competence that children naturally develop in using language for many purposes, rather than limiting them in school to a narrow range of tasks, and presenting English to them as an abstract set of skills.

It comes as something of an anti-climax when the action announced at the end of all the oratory is another committee on English teaching – this time a "high level independent committee to recommend what pupils in our schools should know about the English language."

It is more depressing to remember that the idea for this committee came, not from Tory backbenchers baying about declining standards of punctuation and spelling, but from the hush the English HMIs made of their first attempt to set out objectives in their *English from 5 to 16* document.

The HMIs' original catch-all list of disparate objectives provoked a level of disagreement on "what should be taught about language" that, the Inspectors concluded, could only be resolved by a national committee of outsiders.

Yet the new focus on *what* should be taught is now masking a high level of consensus about *how* English should be taught. Here, both HMI and its critics seemed to be in harmonious agreement. And it seems probable that, if the *how* were energetically tackled through initial and in-service training and teacher development, more agreement about the *what* would follow.

The consensus has been greatly strengthened by the excellent evidence produced by the APU of how current methods of English teaching seem to be depressing standards in many schools. Pupils are being asked to tackle very limited kinds of tasks, far too much attention is given to neatness, spelling and punctuation, rather than content and meaning. Give pupils a wide range of practical and realistic writing to do, with plenty of talk about its purposes, the APU evidence suggests, and they do a lot better.

When the Secretary of State, the professionals, and the researchers all seem to agree that a lot of what passes for English language work in primary and secondary schools is a waste of time, and have a clear picture of how that time could beneficially be spent, what seems to be needed is practical development, not theoretical discussion.

Teachers also now seem ready for change, and are keen to take up any in-service opportunities that are going. The teaching of reading and writing in many primary schools is in an unusually active state of development, with attempts to base the teaching of reading on a much wider and more interesting range of books and writing on ideas of drafting and editing for particular purposes and audiences.

The GCSE English criteria have been designed to change secondary teaching styles, and teachers want all the help they can get in implementing the new methods. Some vocational courses in further education have led to practical approaches to English language teaching, and demonstrated that lower achieving students can develop much more competence in English than traditional teaching methods allow. Those approaches are now filtering into schools.

Not all areas are so promising. The importance of drama in developing language competence is widely recognized – but drama is a threatened curriculum area in many schools. The Secretary of State is right to speak out for literature and poetry – while remembering that teachers have been getting very different messages from the Government in recent years. He might also look at the declining expenditure on public libraries, and school books, and reflect on how it affects schoolchildren.

The specialized sixth-form curriculum does nothing specific about the development of the most academic students' language abilities. And Mr Baker has rightly identified teacher training as a crucial area. Many young teachers have had little encouragement to read widely and enthusiastically, have been put off poetry by their own schooling, and seem to be shaky on basic English.

Mr Baker's new committee will only earn its keep if it addresses these issues, and gives new clarity and impetus to the long process of changing teaching methods in order to raise standards of English.

COMMENT

No tears for Burnham

Driving a royal coach and horses through the pay negotiations is emphatically not the ideal way to settle an intractable dispute, and Kenneth Baker was astute enough to make sure that the promises of legislation in the Queen's Speech kept his options open.

It is now certain that the Remuneration of Teachers Act will be repealed, and the unloved Burnham machinery dismantled and thrown away. We are also promised new arrangements to settle pay and conditions of service but we don't know yet what form they might take, nor whether they might be wheeled into place to impose an arbitrary settlement on the current talks.

Thus far the Secretary of State is on firm ground. He has stopped short of any commitment to using Parliament to impose a pay settlement, a suggested course which was already, rightly, bringing out the constitutional critics. The calculation must be that he can afford to wait a little before deploying such an ultimate deterrent.

The one factor which is certain in this whole dreadful dispute is that Burnham is totally discredited. It is symptomatic of its irrelevance that the shift in the balance of strength on the teachers' panel has made so little difference over the past year. How could anyone think any more that 104 l.e.a.s wavering in political balance, six unions vying for power, and a Secretary of State not allowed by the Treasury to make up his own mind; could effectively reach collective decisions?

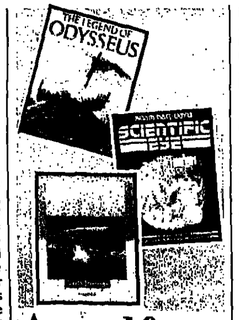
The only way to get through that lot is for someone to take a hold of the whole process and knock some sense into it. Few observers with the best interests of the education service at heart would dispute that Baker had much choice but to step into the Nottingham negotiations early this week. They had to be brought back to reality – never mind the immutable timetables of rate support grant, public spending decisions and Parliamentary sessions – and he had good political reasons to show himself firm.

The public is now utterly bemused by the behaviour of the education service. Doug McAvoy of the National Union of Teachers is surely right when he says that from now on it will be a battle for hearts and minds, but he must also be gloomily aware that Mr Baker has already taken up a commanding position on that battlefield.

The injured protestations of the Nottingham negotiators that the Education Secretary was intervening to impose his own terms just as they were about to reach agreement in the Acas talks were singularly unconvincing. This dispute has ground on, and on, for two years now. Although the Government must share the blame for that, it is no use pretending that unions and local government employers were not still miles apart when Baker sent his message.

Mr John Pearman's adroit style of negotiating brinkmanship may have pulled off the Coventry agreement but it has been coming apart ever since. If working groups had been hammering away at real, costed proposals on cover limits, class size and non-contact time since then, instead of leaving everything to one last-ditch, night-and-day session at Nottingham, there might have been something solid with which to counter Mr Baker. Shoving in a class size limit, however desirable, at this stage of the game could only increase scepticism about the number of items that might be fitted by the employers into Baker-sized financial limits.

As we went to press, the bedraggled band from Nottingham seemed to be cobbling together a package on pay but conditions still looked more difficult. It remains to be seen whether Mr Baker will be prepared to negotiate, or whether the unions can deliver industrial action if there is no compromise. The Government's supporters in the shires are among those who would prefer a negotiated settlement to imposition by legislation, but either way Baker may now let the protagonists stew for a bit, while he puts over a polished PR exposition of the money and reforms available. We could in for a bad winter in the schools.



A word from our sponsor

The world of industry is up this year, but transport is down. Natural history is doing fine, and religion, health and safety are coming on strongly. The inexorable advance of the series continues to eat into the territory of the one-off book; diminishing library budgets are reinforcing the publishers' natural conservatism.

But the most significant message to be gleaned from our reports on the fifteenth competition for *The TES* Information Book Awards (pages 28, 29) concerns an ominous offshoot of the latter trend – the sponsored book. As Peggy Heeks explains in her report on the junior competition, an imaginative and unusual book called *Making Pencils* was narrowly beaten into second place thanks to a double-page spread which amounted to little more than an advertising puff. The sensible, and not uncommon, recipe of following a process through one particular firm had here so infiltrated the content as to leave it tainted: not so much "Making Pencils" as "Making Rexel Pencils".

The issue crops up again in the senior division, with David Salt praising *The Acorn Cambridge Illustrated Dictionary for Young Computer Users* as "the acceptable aspect of a worrying trend" – not crudely skewed towards Acorns. On the other hand, however, he condemns a book entitled *The Police Force* as being virtually a PR job, and dismisses *Building a Car* (courtesy of Vauxhall Motors) and *Building a House* (courtesy of Barratts) as shameless acts of sycophancy. The high standards of production which readers now expect lead almost inevitably to a quest for hidden forms of subsidy.

No such bedevilment mars *Scientific Eye*, which has carried off the inaugural *TES* Schoolbook Award. On the contrary, here we have a case – possibly unique – in which a textbook has actually spawned a series by a television company. The fact that Yorkshire TV's 10-parter went out as the book was published is merely a reflection of the broadcast medium's shorter gestation-period.

There is a big and heartening lesson for publishers here. Bell and Hyman chose a man who was first and foremost a communicator; they then prudently hedged him about with academic and educational experts, though not so closely as to extinguish his creative spark under a blanket of worthiness. Freshness and enthusiasm are the qualities to which children respond best, and they are the qualities which our awards endeavour annually to seek out and celebrate.

... no comment

"Good news; we gained a pupil yesterday following a tour of the school: parents positively commented on the atmosphere and cleanliness of the school. They were impressed by the classwork going on. This contrasts with the fact that we lost two pupils last week following the same tour but at 2.30 p.m. The a.m. school is better than the p.m. school .... Can we do something about it *all together* and get more pupils on more seats?"

Daily notice to staff of Avon comprehensive school from deputy head.

Second opinion

Dear Kenneth, Thanks for the letter

After 16 years as a headteacher I welcome a change to receive a personal letter from the Secretary of State for Education and Science – I felt honoured. Unfortunately, I find it's typed, and the envelope clearly states "addressee only". The answer to this letter must be properly considered. After due consideration I have decided to "lash out" 19p of the public purse in order to respond.

As you've been kind enough to begin this correspondence, and have enlisted my assistance in conveying news from HQ to the chaps in the trenches, I'm sure you will understand my decision to respond to a few queries. They are quick, simple, and vital to effective briefing and morale:

☐ Why is it that it has taken so many years for the Government to recognize that teachers are seriously underpaid, and has only reacted when the unrest has boiled over the top? Is something wrong with your strategic planning?

☐ Can you explain why you now feel that headteachers are an arm of the DES to be used as "signals" persisting in having ignored their signals of distress on behalf of the infantry, for so many years?

☐ Could you explain how we are to brainwash the troops to see 16 percent over two years, plus compulsory fatigues, as an attractive "new deal" given that the civilian population will be receiving at least two-thirds of that per cent anyway *vide* national average pay rises?

☐ I know you have a "code of honour" at regimental HQ and thus, "with hand on heart", can you categorically deny that the leaking of your missive concerning to the media is not an attempt to persuade the public that "bullets and mittens have been issued" and "the fusiliers ought to be grateful", even if the reality is *not the case*?

☐ Is it not the case *that all the new* upgraded strategic weapons to be deployed – "responsibilities", "differentials", "contracts", "appraisal" – are a smoke-screen *to avoid* recognizing that the amount of money earmarked for pay increases is inadequate and does not, in fact, restore pay-back pay-outs to anywhere near the pre-Waterloo levels, vis-a-vis similar roles and rates in the private sector?

☐ Why not be straight with the "troops" and say:

a) You ought to be paid X to retain parity.
b) We can't pay X at present.
c) We can pay a percentage of X.
d) We will make the public aware that it is only a percentage of X and that we, and they, will have to rely on good will.
e) We will pay X as soon as we can.
f) In the interim we will ensure "the percentage of X" is not eroded each year, and wherever possible improved upon.

I find the troops value "straight" talking and object to being used as political pawns. They are foreign souls, not trench-fodder, and they are realists, but given current problems morale become mutinous when portrayed as money-grasping incompetents more concerned with bully-boy rations than a Children's Crusade.

Over 30 years I personally have given freely of my non-combative time to enhancing "The Crusade" and have come more and more irate when I find that HQ staff are insensitive, demanding, ill-briefed, and given to using my vocation as a pawn in their self-serving war-games. Can we have an appraisal of competence for HQ personnel so they feel everyone else needs to be appraised.

Having taken the time to move from a sand-bagged position I look forward to an acknowledging reply plus a non-cyclostyled personal reply devoid of fudge.

Yours sincerely

Tony Storey

Tony Storey is head of The Hawthorns comprehensive school, Dronfield.

NEWS

IN BRIEF

Hounslow lifts *TES* ban

The London borough of Hounslow has decided to end its ban on advertising council jobs in *The TES*.

The decision followed a warning from its three most senior officers that the ban was, in all probability, in breach of the law.

In a joint report to the authority's education committee, the borough solicitor, treasurer and education officer, warned that the ban meant that the council could be failing in its statutory duty to provide "an effective and efficient education service".

They said that the council could be in breach of its "fiduciary duty" to ratepayers by failing to advertise jobs in the most effective and cost-efficient way.

Mr Peter Smith, chairman of the education committee, said that the Labour-controlled council had recognized the sense of the officers' report.

"Getting the right staff for the right jobs is the number one priority," he explained.

The Hounslow decision leaves 28 councils still refusing to advertise in *The TES*. All are Labour-controlled.

Brent assurance

Miss Maureen McGoldrick, the Brent head at the centre of a race row, was given an assurance in the Court of Appeal in London on Monday that her job is safe.

Brent, whose QC gave the assurance, was appealing against a judgment in the High Court by Mr Justice Roch that Miss McGoldrick's acquittal by the governors of Sudbury infants' school on a charge of making a racist remark was binding on the council. The Court of Appeal reserved judgment on Tuesday for three weeks.

Dismissal urged

The independent tribunal looking at the case of Mr Brian Dugan, head of St Jude's Church of England School in Southwark, London, has recommended his dismissal. The school governors received the report last week and they now have until the middle of next week to decide whether to follow its recommendations. A two-thirds majority on the governing body is needed if the dismissal recommendation is upheld. Mr Dugan will have the right to appeal.

Owen solution

Industrial and education foundations should be encouraged to run their own voluntary schools, Dr David Owen, leader of the Social Democratic Party, told a meeting in London last night. Giving the annual Maitland lecture to members of the Institute of Structural Engineers, Dr Owen said the setting up of city technology colleges by the Government was no solution to the problem of poor education in the inner cities.

Act phased in

The Education Act has received the Royal Assent. Its major provisions, including the new composition of school governing bodies, will be phased in from January 7, 1987.

Survey result

Most parents want their children to get a disciplined mind and a broad knowledge at school, says a survey run by *Options* magazine. Parents' priorities were, a disciplined mind (29%); a broad knowledge (26%); an understanding of society (18%); good exam passes (18%); work skills (11%); self confidence (3%); and happiness (1%).

New chairman

Sir Roy Harding, general secretary of the Society of Education Officers, takes over as chairman of the governing body of the Further Education Staff College tomorrow. Sir Roy, former chief education officer for Buckinghamshire, was appointed by Mr Kenneth Baker, Education Secretary, for a five-year term.

The spotlight turned on special education this week, with a major conference in London and a new research document listing l.e.a.s' failures to comply with the 1981 Act

Delay in writing statements adds to parents' anxiety

Local education authorities can take many months or even years to assess children's special educational needs, say London University researchers.

A study by the Institute of Education into the workings of the 1981 Act suggests that the average wait for a statement varies between 8 and 40 weeks.

Ms Jennifer Evans, a research officer, told a conference at the institute on Monday that long delays in preparing documentation often led to anxiety among parents, particularly if the assessment were done when a child was due to move school.

Delays were most often caused by the time taken to get a medical report, but hold-ups in the preparation of professional statements and the complexity of the procedures also accounted for the problems.

Education administrators were often the key people in implementing the Act. They complained of a vast increase in workload, having to take decisions outside their professional expertise, and being under pressure from all sides.

The research found that, in 56 per cent of cases, an administrator judged whether a child should have a statement of need as provided for in the 1981 Act. A multi-disciplinary panel decided 33 per cent.

It was also the administrator acting alone who, in 45 per cent of cases, said what provision should be made for a child as a result of the experts' reports.

In just less than a quarter of cases, the judgement was made by a psychologist. Only a tiny proportion of parents appealed against statements, but Ms Evans found in her discussions with 15 parents that they complained that experts had not tried hard enough to integrate children into mainstream schools.

● Mr Brian Goucher, a senior research officer, said local authorities had increased their spending on special educational needs since 1983. Research showed that 72 per cent of l.e.a.s had increased their spending, and 53 per cent had budgets which had grown faster than the rate of inflation.

The figures did not reflect significantly lower spending on schools that catered only for children with special needs.

● Greater parental involvement in assessing the educational needs of children was called for by the education junior minister, Mr Bob Dunn.

Geraldine Hackett

Only 52 per cent of l.e.a.s clearly ask teachers to focus on child rather than disability

Schools' duties not itemized

More than a third of English and Welsh local education authorities fail to spell out their duties under the 1981 Education Act to heads, teachers and educational psychologists, says a survey published today.

The new research, by the Centre for Studies on Integration in Education, also claims the procedures for assessing and "statementing" children with special educational needs are not properly explained in detail.

Only half of the 66 l.e.a.s who sent their guidelines to the CSIE explain their obligations – and the conditions attached to them – to ensure children are educated in ordinary schools.

And of the 70 per cent of l.e.a.s who say parents must be fully involved in the assessment procedure, only 55 per cent detail the right to be involved from the start or to ask for an assessment and only 47 per cent refer to the right to all relevant information.

The study, *Guiding the Professionals*, follows *Caught in the Act* – a CSIE survey published in May that focused on what l.e.a.s told parents and guardians about the Act.

It reveals that 62 per cent of l.e.a.s defined the general duties they were obliged to carry out but only 52 per cent made clear that attention had to be centred on the child rather than the disability.

***Guiding the Professionals* is available, price £2.50, from the Centre for Studies on Integration in Education, 16 Fitzroy Square, London W1P 5HQ.**

Sue Surkes

Jeremy Sutcliffe reports from a one-day conference to help sixth-formers and college students prepare for the General Election

Jim left out on a limb in bias debate

Norman Tebbit was asked the inevitable question, and duly obliged with a verbal mugging of the BBC. But when it came to the question of real bias, it was the organizers of this one-day conference for sixth-formers who came under the cosh.

Of course, the clues were there in the programme: Alliance spokesmen 2, Conservatives 1, former Prime Ministers 1. But it was only after Mr James Callaghan had left the stage at Westminster's Central Hall, on Tuesday, that the snub to the People's Party became crystal clear.

The trouble was that, while the two Davids and the Tory Party chairman were asked to put their parties' views on everything from teachers' pay to Aids, Sunny Jim was invited expressly dilate on The Power of the Prime Minister. And very knowledgeable he was too.

But when pressed on party policy – down came the shutters. He would not say a word. If the organizers, Education and Training Seminars, had wanted a Labour view they should have asked Neil Kinnock or Roy Hattersley.

Whether or not it was down to cock-up or conspiracy (Mr Tebbit should perhaps be asked for a line-by-line analysis), imbalance there clearly was. And not least when it came to the subject on every (non-retiring) politician's lips this week: education. For the man who 10 years ago began the Great Education Debate said scarcely a word on the subject.

James Callaghan: slipped on policy

Fortunately, others stepped in where Jim feared to tread. Dr David Owen opened up for the Alliance with a typically brutal piece of advice on this week's round-Britain pay talks. The teachers would be making a profound mistake, he said, if they failed to agree and left the way open for Mr Kenneth Baker to legislate.

Then it was the turn of Liberal superweight, Mr Cyril Smith, "filling-in" (his joke) for the absent Mr David Steel, who was on hustings duty in Knowsley North.

Mr Smith let it be known that the Alliance was also concerned about media-bias. The *Daily Mail* and *Daily Telegraph*, he exclusively revealed, had both tried to squeeze the parties out of their news pages, after realizing an Alliance bandwaggon could let Labour in.

Finally, it was Mr Tebbit's turn. You would not expect the Chingford Skinhead to woo his audience with soft words, and he didn't. Freedom, he opined, "is freedom from the mugger, the bomber and the rapist".

He then proceeded, by way of the BBC and the unilateral disarmers, to mug the whingers who complain about Tory education cuts and the teachers, who had been offered a very fair deal.

He finished off with a swipe at social engineering by loony lefty councils, and earned as big a round of applause as anybody (despite the pantomime mixture of cheers and boos which greeted his arrival) for a spirited attack on the martyrdom of Miss Maureen McGoldrick by Brent Council.

Perhaps because of that, he made no complaint about bias. Although, when he looked at the programme, it would not have escaped him that Dr Owen and Mr Smith were once Labour Party members, and the other (accomplished) guest speaker, Lord Fitt, an Irish socialist. With the chairman's casting vote that made it 6-1 to Labour.

PLATFORM

Tony Travers analyses the way in which funding decisions are being used to draw educational power inexorably into the hands of central government

Destruction of the town halls

Will teachers get their salary cheques direct from the Department of Education and Science within a few years? The local authorities' position as paymasters for the schools system in England and Wales is now under considerable pressure from the Government and from others outside the education system. In addition, local government finance is the subject of major reform plans outlined in the recent Green Paper "Paying for Local Government".

The current effort by Kenneth Baker to impose a pay settlement on teachers is (and must be intended to be) a threat to the entire negotiating machinery which has dealt with teachers' pay and conditions for many years. But if the Secretary of State's efforts are seen alongside other government interests and policies, a clear pattern emerges.

The control of schools and colleges is gradually shifting from town halls to Whitehall by means of changes in the financing of institutions. The short-term reasons for the Government's current interest in imposing a pay settlement on teachers may be different to the reasons for introducing education support grants (ESGs). But the longer-term shifts in attitude within central government towards these and other centralizing policies come from growing concern that local government is no longer fit or able to provide an appropriate education system.

There are a number of longer-term reasons for this change in central government's attitudes, some of them financial and others not. Non-financial reasons include changes in national and local politics, leading to much wider political differences between the Government and a number of individual local authorities than was the case in the 1940s, 1950s and 1960s. Better access to information and broader scope of the national media have made it far easier for those at the centre (MPs, civil servants, journalists and academics) to comment on local matters. The most significant reasons to change attitudes towards central control have been the collapse of local government finance and the efforts of successive governments to cut local spending.

Local government finance is in a mess, following decades during which rates have been allowed to become badly out-of-date, and when the Rate Support Grant (RSG) system has increasingly been used for new and complex purposes. As education makes up about half of all local authority spending, the degeneration of the system of local finance has inevitably threatened the funding of the service.

The local government funding system has gone unreformed during a decade in which successive governments have attempted to cut or level off local spending, following years of growth. Although some authorities have chosen to ignore government demands for cuts, others have managed to make large real reductions in spending. In the past two or three years, MPs in all parties have become alarmed at the fall in spending on capital, books, equipment and, in some cases, long general provision.

Cuts in services (whether real or imagined) have led to pressure on the Government to "do something" about areas where provision has been reduced. Reports by Her Majesty's Inspectorate have backed the notion that many, or all, authorities had problems because of lack of spending. In addition, in the more politically-charged atmosphere of recent years, the Government has come under pressure from its own supporters to speed through some of the more radical policies which they see as essential.

The growth of resources for the Manpower Services Commission and the huge increase in specific grants used by central government are evidence of the desire of ministers to be seen to be making changes to education and training. The MSC's spending has increased from £935 million in 1981–82 to £1,820 million in 1986–87 (an increase of 95 per cent) at a time when local authorities' current spending on education rose by just 34 per cent in cash. The growth in Department of Education and Science and Department of Employment specific grants in recent years is charted above.

From almost nowhere, specific grants have grown to nearly £200 million in education and almost the same level for Department of Employment services within five years. General grants to local authorities have fallen in real terms during the same period.

The DES has used its new powers to make specific grants for a wider range of purposes. Many grants make clear the Government's concerns in certain areas as mathematics, technology and the misuse of drugs, though the major new specific grants for in-service training result from its longer-held concerns about the quality of teacher education.

Specific grants generally work in one of two ways. Under the first method, the Government publishes a circular listing each area (for example, "the provision of services to support parents in the teaching of children under five with special educational needs") for which grants may be paid and the total amount of government support available. With the second method, the Government publishes a circular with "indicative totals" of spending for each authority (for example, for in-service teacher training), with subheads of allocation for priorities of different kinds. Authorities may then bid for support for spending (generally new activities) which falls within one of the Government's chosen areas or up to the indicated total. All approved spending will receive specific grant of 70 per cent (50 per cent in some cases).

Thus, authorities receive grant only if they spend in ways which correspond with Government priorities. Although it is open to authorities not to make bids, this would be financially unsound given the relatively large sums involved. Three new areas of provision are to be supported in 1987–88 (books and equipment for GCSE, development of use of spoken word by pupils aged 5 to 16; and projects to promote social responsibility among young people), while some areas which have been supported in 1985–86 or 1986–87 will be given new grants in 1987–88. Grants will be made in 1987–88 towards GCSE books and equipment.

Many of the present ESGs look like Government concerns, though they amount to small sums. For example, the new ESG for "action ... to combat the misuse of drugs" supports spending of up to £2 million in England in 1986–87. This sum of money works out at about £445 per secondary school or about ½p of a teacher. However, the existence of specific grants shows ministers to explain to Parliament that central government is taking action on a number of matters of current concern.

The DES (and the MSC) are gradually extending their control over local education authority spending, in some cases for relatively small items, but elsewhere for items of major concern. The possibility that the whole of education could be funded separately from the rest of local government services has been considered (in public) as recently as a 1981 Green Paper on "Alternatives to Domestic Rates". The removal of teachers' salaries from local authority control has also been considered, and must be more likely now than ever before. Because the whole future of local authority finance is now being reviewed, the removal of part or all of local education funding to the centre is possible within a relatively short period.

Two new developments also point to greater central control. First, there have been regular press speculation that the Government wishes to set up more urban development corporations, or find some other way of taking services out of local government hands in the inner cities. Secondly, the creation of City Technical Colleges, funded by central government, would bypass local authorities.

What now appears certain is that education in England and Wales is moving inexorably towards greater central control. Major areas of provision, teachers' salaries or the whole of the service may gradually or in a single step be moved to the Government or a central agency. The time when the Education Secretary pays directly for schools may not be far off.

Growth in specific grants
(£m)

Education and Science	1983–84	1984–85	1985–86 (Est)	1986–87 (Plan)	1987–88 (Plan)
In-service teacher training	5.1	10.2	17.5	21.0	114.0
Education Support Grant			21.0	45.0	64.0
Employment					
Technical & Vocational Education Initiative	6.7	25.6	31.4	40.9	58.4
TVEI-related in-service training scheme			5.0	20.0	n/a
Work-related non-advanced FE			65.0	110.0	112.8
Industrial Language Training Service	2.0	2.1	2.1	2.3	2.35
Capital grants for YTS accommodation	7.98	3.4	2.3	0.5	—

(Source: Second Report from the Education, Science and Arts Committee, Session 1985–86, HoC Paper 361, Table 4, pages xii–xiii; Figures for DE in 1987–88 are for 1986 Public Expenditure White Paper)

NEWS

DIARY

Royal flush

Teachers at Banbridge Academy, County Down, preparing for a half-day strike last Thursday afternoon were warned to expect a royal visitor at the school that morning. The Army arrived, a ring of steel duly formed, and the Duke of Kent flew in by helicopter. After the inspection, he thanked the head and suggested that the school could be closed for the rest of the day to mark the special occasion. It is not clear if the duke knew that some pupils were already set to enjoy the privilege of missed lessons. But now the National Association of Schoolmasters/Union of Women Teachers wonders if its members walked out on union instructions or by royal appointment. Will the education authority dock pay if teachers argue the latter?

Rumboldly going on

The recent Tertiary Colleges Association conference in Cardiff was an occasion when the past caught up with Mrs Angela Rumbold, the Education Minister. Not only did she have to explain an unfortunate comment in the media which recently labelled her "an opponent of tertiary colleges" but she also admitted having had enough of education by 1988 and saying: "I never wanted to become a minister for education." "Oh well . . .", she said, after a moment's thought. "Beggars can't be choosers."

Harris polled

Did the Labour delegates at the Association of Metropolitan Authorities' education conference in Birmingham this weekend lose their stomach for a fight? Or were they in no mood to support their colleagues from Brent over the thorny issue of race equality in education, and risk yet more lurid headlines in the *Daily Mail*? When time was running out, Steve Harris, Alliance chairman of Kingston-upon-Thames education committee, tried to make sure they discussed a Brent motion on combating institutional racism in the education service because of its current topicality. But the Labour delegates were curiously reluctant to debate this particular hot potato and voted against bringing it forward, with the result that everybody rushed off home before the issue could be raised. Mr Harris looked a trifle disappointed.

Parsing through

Zap! A rare three letter non-Anglo-Saxon word which, according to the editor of the four-volume supplement to the *Oxford English Dictionary*, has 18 meanings. He should know, for Dr Bob Burchfield has been working on these since 1957. He told the Paternosters' Society (a publishers and printers' club) recently that language does move with the times and they shouldn't think too harshly of the man who split his infinitives as he might have some virtue left in him. But he bemoaned the fact that British schoolchildren no longer have any decent grounding in English grammar. Although he does not advocate a return to strict teaching of parsing, he said: "At least teachers should help the poor little beasts to understand that English is not put together by accident. They should know about subjects, verbs, adjectives and prepositions." But he confessed to a failing. His next work is on English grammar and he has to get to grips with the bare infinitive.

Acronym

Bert Lodge reports on the growing rehabilitation of competitiveness on the playing field

Labour speaks up for sporting strife

Every party and politician knows the maxim: "If a bandwagon rolls into town, make sure you are seen on it."

This week it was the turn of Labour, scenting mileage in the recent public concern over the decline in school sport, and well aware of a matter which would disturb the innate conservatism of many of its traditional supporters.

So the organizers proudly announced Monday's seminar as the first on school sport by any party, well aware that for many a week now a high-powered one has been arranged for later this month between the Departments of Education and the Environment.

Mr Giles Radice, the Opposition education spokesman, ran his colours up the mast in the first five minutes, declaring: "The prosperity of British sport depends to a considerable extent on the health of sport in schools."

Mr Denis Howell, MP, the former sports minister who goes around saying the same thing much more robustly, nodded his agreement.

From the representatives of sports governing bodies, teacher unions and local authorities there was no dissent.

But Mr Bernard Wiltshire, the deputy leader of the Inner London Education Authority – which has been accused of minimizing competitive sport – hedged his position. While directly rejecting the accusation against the ILEA as "pure propaganda", he questioned sporting activity which made the less-talented feel failures and firmly placed competitive sport outside school hours.

He also reflected on the need to review the whole nature of physical education, bringing in body care and nutrition. The *cognoscenti* recognized the plea for health-related fitness, the new philosophy in the gym which challenges the traditional team sport-dominated curriculum and has been adopted already by much of the PE profession.

Mr Howell's response was typically forthright: "Life is a competitive business and when your pupils leave school they are going into a competitive world. You will be failing your pupils if you fail to prepare them for that situation."

He described as "absolute lunacy" the practice of selling off school playing fields – no longer required because of falling rolls – without taking into account how useful they could be for the young unemployed.

He said that relationships between the national governing bodies of sport and their school counterparts were not all they should be. "Some school governing bodies are not even represented on the national one," he complained.

Mr Emlyn Jones, a former director-general of the Sports Council, said that in his time aiding school governing bodies was regarded as part of its job.

He added: "If you have 40 acres which by mid-winter are like paddy fields, then by all means sell off 10 acres and with the money pay for the remaining land to be drained.

"But that's not what happens. Instead, the revenue goes into the local authority's general fund and it never comes back to sport."

Under pressure: team games

Mr Jones regretted the high level of qualifications now demanded of students wanting to train for teaching, which kept out many excellent young sportsmen and women who could give leadership and expertise.

Several of his contemporaries, who had been a valuable asset to the profession, would not get in nowadays.

Mr John Hunter, head of physical education at the West London Institute, disclosed the results of a survey he had conducted among last year's batch of 50 PE teachers his college turn out annually.

"One third said they would not be going into teaching. They would take the degree, then run. Another third said they would only consider going into independent schools. That left just a third of the intake who were going into state schools."

PE teachers reject blame for lost glory

Britain's physical education teachers have refuted the accusation that they are weakening the country's prowess at international level by encouraging less competition in school sports.

The Physical Education Association, their professional body, says schools should not be regarded as nurseries to cultivate expert games players.

It finds little evidence to support the view that the international standing of British sport has been jeopardized by recent trends in PE teaching.

"On the contrary, the executive committee believes that the standard of Great Britain's school and youth teams at international level in most sports has never been higher," claims the association.

The PEA also backs the philosophy of giving all pupils, regardless of ability, interest or sex the opportunity to experience the benefits of a balanced physical education programme "which would normally include involvement in a wide range of competitive sports."

The statement drew immediate criticism from the Central Council for Physical Recreation.

The council's senior technical officer, Mr Nigel Hook, said: "Sports governing bodies are anxious that schoolchildren are given the chance to compete and strive for excellence instead of being given a smattering of bizarre all-sports.

"There's a real worry among governing bodies that our major team games are on the decline in state schools and are becoming the heritage exclusively of the independent system."

Worse results in mixed schools, says ILEA

by Geraldine Hackett

Boys as well as girls in mixed schools are not doing as well as pupils taught in single-sex schools, according to the latest research carried out by the Inner London Education Authority.

The achievement gap between single-sex and mixed schools has opened since 1983, the year of a major schools reorganization in the capital, Ms Carol Adams, the ILEA's equal opportunities inspector, told a conference in Buxton organized by Women in Education.

"Up until 1983 there appeared to be very little difference in attainment between mixed schools and single-sex schools. There has been a significant shift, which suggests girls do better in girls' schools and boys do better in boys' schools," she said.

And in mixed schools where one gender is predominant, both boys and girls do worse than in either balanced mixed schools or single-sex schools.

Research in London suggests that while girls are now taking more exams than boys at 16, except at S level, boys continue to overtake girls at A level. More girls are now taking O levels and CSEs in CDT, chemistry, physics, and maths, but this is not sustained at A level.

There has been little change in the subjects chosen by boys, said Ms Adams.

In providing equal opportunities, it is not enough to treat all pupils the same, she added. Equal access will only benefit those in a position to take advantage – and that could mean only girls from middle-class backgrounds.

"We have to see every young person as carrying a baggage which is to do with class, gender and race," she said. "We must take account of this previous experience and try to compensate for it."

As the ILEA's sole inspector for equal opportunities, Ms Adams said her strategy was to try to create a "positive climate. I am supporting, advising and co-ordinating equal opportunities, but not trying to control them," she said.

Top women 'unwelcome'

Women who move into top jobs in education will not be welcomed, Ms Hazel Taylor, Brent's equal opportunities adviser, told the conference.

The more breakthroughs are made by women, the more men will feel resentful.

"Women will meet quite a lot of loneliness, sniping and exclusion. Telephone networks between heads often leave out women," she said.

Ms Taylor, the first equal opportunities adviser to be appointed, said local authorities need to scrutinize their recruitment and employment practices. At the moment, there was only one woman education director in 104 local authorities and three deputy directors. Women were ludicrously under-represented among headteachers.

The crunch point for women in schools tended to be at Scale 3. A case might be made for management to provide courses for women on that scale to equip them to jump to senior teacher or deputy head.

Advertisements for posts should be written from the job descriptions and placed in a wide range of papers, including the ethnic and the women's press; shortlisting should be done by more than one person; and interview panels should ask all candidates the same questions.

It was vital to train interviewers in equal opportunities, she said. Local government members on interviewing panels were often complete amateurs, and without training brought basic prejudices to the interview.

"I have heard comments about a woman's dress, about a woman's voice in interviews.

"Such comments sow seeds of doubt about the appropriateness of that person for the job. The grey-suited, deep-voiced man is seen as less problematic," she said.

Mechanical maths skills 'no longer needed'

by Julia Hagedorn

Children no longer need to be taught the mechanical skills of addition, subtraction, multiplication and long division, according to a new report on primary mathematics.

Primary mathematics today and tomorrow is the outcome of a six-month project funded by the School Curriculum Development Committee. The project's brief was to survey the state of curriculum development and make proposals for a substantial national curriculum project.

Its major finding is that a totally new approach to maths teaching is needed if children are to acquire the flexibility they will need in the society of the future.

New technology – specifically the availability of computers and calculators – is advancing rapidly and must have considerable implications for primary maths, the author of the report, Miss Hilary Shuard, says. "These trends raise considerable questions about the relative roles of pencil and paper methods of calculation and calculator methods in the primary school."

She emphasizes that although children will no longer need to learn the old skills of addition and subtraction, they will still have to develop methods of understanding and working out the concepts behind number and place values.

For many years to come, children will still need to develop their mathematical concepts through counting real things, measuring, weighing, making shapes and many other activities where there is no substitute for the real experience.

The report sets out the kind of model Miss Shuard would like to see in a primary maths curriculum.

General strategies for problem solving and investigation form an important part of children's mathematical education, she says. Another important feature is the constant interplay between situations found in the children's environment and the mathematical ideas they are learning.

Miss Shuard warns that teachers will need in-service training if they are successfully to encourage children to discuss mathematical ideas, carry out practical work and problem solving. Teachers, she says, as well as society at large, often have negative attitudes towards maths which inhibit their willingness to experiment.

Primary mathematics today and tomorrow, Longman, £5.95, from Longman Resources Unit, 62 Hallfield Road, Layerthorpe, York YO3 7XQ.

Opening chapter: children's author Lorraine Simeon and a young helper perform the ribbon-cutting ceremony at a day of festivities held to launch a new bookshop at an inner London primary school. The bookshop will be run by parents, students and staff from the Nunhead community education centre which shares its site with Peckham Rye primary.

Integrated school wins state backing

by Carmel McQuaid

One of Northern Ireland's three integrated primary schools is to be accepted into the state system.

After four terms, Hazelwood primary in north Belfast has grown from 60 to 134 pupils and its waiting list extends to 1990.

It will be the province's first grant-aided primary school for Catholics and Protestants. Lagan College, a secondary all-ability school, qualified for state grant in 1984 and is now the over-subscribed secondary in the fast bound area.

The Department of Education offer will take effect from January, backdating to September is under negotiation, in view of the £8,000 a month costs which have been met by the Belfast Charitable Trust for integrated education.

Two other integrated schools which opened in 1985, Hazelwood secondary school and Forge primary, south Belfast, both plan to apply for state aid by the end of the academic year.

Seasonal offering

Primary schoolteachers in Solihull have compiled a book of ideas, games and worksheets for use in the classroom entitled *Images of Christmas*.

It is available, price £3 plus 30p p&p per copy, from Mrs Sheila Newton, Inspector, (Gifted/Able Able Children), Education Department, Council House, Solihull, West Midlands B91 3QU.

Undeveloped ideas on the developing world

China, the country, is confused with plates, cups and saucers in the eyes of some 6 to 14-year-olds. Others think the Third World is how the world would be after a nuclear war.

In the first of a series of pilot studies being carried out by the Oxford Development Education Unit, 278 children across England were asked two questions: what was their immediate response to the words Africa, China, Ethiopia, India, Jamaica, South America, the Third World, and the West Indies, and where they had got their ideas from.

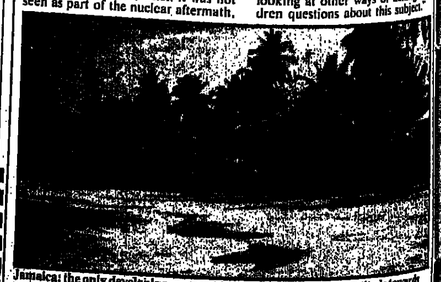
The children, in three age groups of 6, 10 and 14, displayed a disappointingly stereotyped and negative attitude towards developing countries – with the exception of Jamaica which was seen as having "sun", "exotic fruit" and "colourful clothes".

The Third World, when it was not seen as part of the nuclear aftermath, was judged to be something to do with outer space or a fantasy world.

The West Indies also triggered some odd responses with one issue children confusing it with India. Others mentioned starving children, mud huts and tribes.

It seems that such negativity is all the fault of the media, especially television. Of all the children, 51 per cent said they had got their ideas from television, and 17 per cent from papers and magazines. Only 12 per cent had gleaned information from school, showing either that schools do not teach much about the developing countries, or that children do not listen when they do.

"Young people form opinions and images at a variety of levels," says Mr Og Thomas of the unit. "The pilot study looked at the knee-jerk responses and their sources. We're now looking at other ways of asking children questions about this subject."



Jamaica: the only developing country that pupils had a positive attitude towards

Primary Index

High/Scope course

The first introductory course on High/Scope to be organized in a British college of higher education will take place at Rolle College in Exmouth next January. High/Scope, which originated in the United States, is a pre-school programme that asks children to plan their own work and make their own decisions.

Mrs Rumbold: "To teach homosexuality as being an acceptable way of life is not correct"

Barry Hugill talks to Angela Rumbold, Minister of State for Education, in the wake of last week's *TES*/MORI poll on teachers' attitudes towards sex education

Marginally liberal Angela

Barry Hugill: **Minister, you have just introduced an Act giving the power to control sex education to the governors. But a large majority of teachers, some 60 per cent, say it is not the governors who should be deciding what's taught in sex education but parents, preferably in consultation with teachers. How do you react to that?**

Angela Rumbold: That really does indicate that there isn't a full understanding of what we have just done in the Act. The Act increases quite substantially the number of parents on governing bodies and it also provides for an annual parents' meeting where the school curriculum, and particularly matters like sex education, will be discussed.

That annual meeting will have to decide what is suitable for teaching in schools.

So the teachers are agreeing with what we have said in the Act. And teachers themselves, of course, will also have a very strong say within the terms of the Act as to what is going to be done about sex education in schools, because they will advise the governors and will also be represented on the governing body.

I would imagine it doesn't surprise you that only 16 per cent of teachers think sex education has anything to do with the local education authorities?

No, it doesn't surprise me at all because I think most teachers, and most people, would agree that there is a very important role for schools in sex education.

Fifty-nine per cent of teachers believe that parents should have the right of withdrawing their children from sex lessons, although the Government has made it clear that they should not have the right. Have you any comment?

In order to protect teachers from having parents withdraw their children from absolutely every subject, we had to be firm on that point. Sex education enters into a range of subjects. It's not something that is just confined to a lesson a week.

Sex education includes English and I don't believe there is a single teacher in the country who would want the parents to have the right to object to English on the grounds that sex education was mentioned.

Do you have any views as to how sex education should be taught?

I don't think I feel particularly strongly about it. With my own children it was taught gradually. I think it is something that comes up in social and general studies because children will ask questions which have to be answered.

Questions about sex must be answered factually and sensitively by teachers.

That leads us directly into the most controversial finding of the survey – that while 86 per cent of teachers fully accept that sex education should be taught in the context of family life, 34 per cent actually say that homosexuality is an acceptable lifestyle and that it should be taught as such.

Yes – well, I think that's the point at which I would part company with those people. Because I believe that; while it is perfectly reasonable to expect that teachers should answer questions from young people about homosexuality, to teach it as being an acceptable way of life is not correct – particularly to

'It's often easier for a third person to explain these matters'

young children because it is contrary to the law and, in the context today of our very great concern about Aids, it is also very unhelpful.

I believe that sex education should take place in the general framework of heterosexual activities being the norm.

Does it give you cause for concern that so many have answered that question like that?

It does give me concern and I ought to say that about 48 per cent of the teachers who were involved in your survey didn't have any direct involvement in sex education provisions. So that puts into question the percentage figure that you have got.

What would be the course of action open to a parent who found that a teacher, perhaps in response to a question, said that homosexuality was an acceptable way of living?

I think the parent would be entitled to go and discuss the matter with the headteacher and ask for it to be put on the agenda of the next governing body, which will largely consist of parents, to find out what the views of the parent governors are.

If no satisfactory answer came, then it is a question to be raised at the annual meeting of parents to find out whether or not the general body of parents are happy with that kind of answer being given to a child within the school. This is quite a powerful weapon of control over unconventional views being expressed to children.

What if the governing body of a particular school said that's fine by us – that while 86 per cent of teachers fully accept that sex education should be taught in the context of family life, 34 per cent actually say that homosexuality is an acceptable lifestyle and that it should be taught as such.

Yes – well, I think that's the point at which I would part company with those people. Because I believe that; while it is perfectly reasonable to expect that teachers should answer questions from young people about homosexuality, to teach it as being an acceptable way of life is not correct – particularly to young children because it is contrary to the law and, in the context today of our very great concern about Aids, it is also very unhelpful.

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If no satisfactory answer came, then it would be to go to the teacher responsible for pastoral care. I hope that any teacher who is approached would say: "Well, you had better go to X or Y" – the teacher with pastoral responsibility.

How did you first learn about sex?

I learnt quite a bit from my mother – and a lot from classes at school.

You had sex education at your school?

As part of biology but also as part of general discussion about society. We talked about marriage and that sort of thing. In my days, homosexuality was still illegal – so we didn't discuss that.

Then, I guess I learnt from other children, and as one always does from books. You are not going to stop that kind of discussion among adolescent children. You are certainly never going to stop adolescents from reading books and it's absurd even to imagine that whatever we do that will stop.

That's why I think it's so important that there is a role within the school for the clear, sensible approach to this framework in which we have taken care of the worries surrounding sex education in as reasonable and as sensible way as we can.

'I will always remain confident of teachers' common sense'

because it can knock on the head some of the misapprehension youngsters can pick up either in the playground or from literature. And that is one very good reason why we were anxious not to have parental withdrawal, because you would have had the individual child taken out of the school immediately going to other children and saying "Now, what did they tell you?" And who knows what answer they would get.

On balance, do you personally approve or disapprove of sex before marriage?

I can't say I have actually thought about the matter very much. I suppose it became the norm once girls felt secure in being able to prevent pregnancy before marriage. There is a different dimension to it now because of sexually transmitted diseases, Aids. I suppose I have always had a marginally liberal attitude to these matters.

The newspapers have been full of sex education in the last three or four months. Do you think that's the end of the matter?

I do not think there is going to be more on this. I hope that we have set a

NEWS

Jeremy Sutcliffe on how student award rules penalize overseas Britons

MoD man's son denied grant

An education officer based with the British Army in West Germany is claiming maladministration against Hereford and Worcester education authority over its refusal to give his son a grant to attend university.

The dispute, which is now in the hands of the local government Ombudsman, could affect thousands of service and civilian families employed by the Ministry of Defence and living overseas, who want their children to go on to higher education.

It centres on the guidelines issued by the Department of Education and Science on eligibility for awards of children of parents working overseas.

To qualify for a grant, a student must have been living in Britain for at least three years. If parents are employed abroad temporarily, their children can be treated in the same way.

In that case it is up to the local authority to decide whether the parents working abroad are there temporarily, and whether their children are eligible for discretionary grants.

Mr Thomas Neilson-Marsh, an in-service training officer for the Service Children's Education Authority in West Germany, applied for a grant for his son, Stuart, a former pupil at the Royal Grammar School in Worcester, but was refused. The l.e.a. said he did not qualify under the DES eligibility guidelines.

Mr Neilson-Marsh's complaint to the Ombudsman is due to be considered at a special awards sub-committee meeting shortly.

Meanwhile, Stuart has begun a BSc honours chemistry course at Cardiff University and his father expects to receive a bill of about £900 for his first term's fees.

Although Mr Neilson-Marsh has lived abroad for the last 15 years on consecutive three-year contracts to the MoD, he believes he should qualify because he is a civil servant.

"There seems to be a loophole or at least an arguable loophole in the way the DES guidelines are interpreted," he said.

Chris Gregory

Community bus: pupils from Cantonian high school, Cardiff, ponder the meaning of butter mountains, wine lakes and the Common Agricultural Policy on board a double-decker exhibition bus sponsored by the European Commission. The bus is on a 4,000-mile tour of Britain, during which it will visit 70 schools, colleges and universities.

NUT calls for action on staff shortage crisis

by Bert Lodge

Teacher recruitment has fallen away so badly that the Government must reconstitute the Advisory Body on the Supply and Education of Teachers, says the National Union of Teachers.

The committee, set up in 1980, was disbanded last year by Sir Keith Joseph, the then Education Secretary, taking advantage of its five-year term coming to a close. He said that consideration would be given to reconstituting it – but not for at least two years.

Teacher union leaders said at the time that Sir Keith would have preferred a committee of his own nominees.

"The Government is being glib" in pretending the problem of staff shortage is confined to subjects such as maths, physics and craft, design and technology, says the union, which notes that there are also shortages in chemistry, business studies, home economics and religious education. "In some areas, such as London, schools (especially primary) are finding it difficult to recruit teachers at all," the NUT points out.

In its response to a DES consultative paper on the problem the union comments that the situation is steadily deteriorating and will continue to do so. Only 3,200 students out of 73,000 graduating this summer opted for teacher training.

The union says that even the Government accepts that falling pupil numbers in secondary schools will be of no appreciable help because so many teachers of shortage subjects are now leaving the profession in mid-career. A further worry is that school rolls will start to rise again in the early 1990s, just as the number of 20 to 24-year-olds reaches its lowest point.

"The problem is compounded by the fact that many of this age group – the group from which new teachers are usually found – will themselves have experienced contraction and cuts in their school careers and will have suffered from the current crisis of teacher shortages."

The union calls the new £1,200 bursaries for graduates in shortage subjects who go in for teaching "divisive and unfair". Furthermore, they will not help to retain recruits once they have qualified.

Ruskin row

The governors of trade union-sponsored Ruskin College, Oxford, have told the lecturer at the centre of a row over an article he wrote in *The Times* that his job remains open for him.

Students boycotted Mr David Selbourne's lectures after his article on the Militant Tendency was printed in March.

He accused the college authorities of unfairly dismissing him, saying their failure to guarantee his academic freedom made it impossible for him to work.

But this week the college's governors reaffirmed that they were committed to the principle of academic freedom.

TEACHERS' PAY

Mr Ian Langtry, the man from the DES who relayed Kenneth Baker's message that the Government would not fund the local authorities' planned deal, whispers in the ear of Dr Bill Stubbs, the ILEA's education officer (left).

Negotiations continued all week – first in Nottingham and then in London – trying to agree a rival pay and conditions package to that already proposed by Mr Kenneth Baker, the Education Secretary.

But while union leaders in England and Wales spent many exhausting hours with their employers hammering away at a potential deal, their colleagues north of the border took just half a day to reject the pay terms on offer to them.

Now it looks certain more industrial action in Scotland will follow – while the National Association of Schoolmasters/Union of Women Teachers has also issued dire warnings of a winter of discontent in England and Wales.

Against this depressing scenario, the Education Secretary sought to convince press and public that he had scored a major victory over the Treasury in his battle for funds for teachers' pay. He made the claim as he revealed education spending plans for next year in the light of last week's autumn spending statement by Chancellor Mr Nigel Lawson.

However, it seemed that his recipe for peace in the classroom had not won the support of all the Conservative Party's traditional political allies.

There was distinct unease expressed at an otherwise malleable conference of the Confederation of British Industry at the prospect of legislation to impose a pay and conditions settlement upon the teachers.

Weary days and nights with the travelling circus

by James Meikle

Teachers and employers had waited three days for Mr Kenneth Baker to turn a drama into a crisis.

Some teachers' leaders threatened industrial action if the Education Secretary imposed his pay package and the Labour employers complained once more of Government attempts to discredit and destabilize democratic bargaining.

The anger was genuine but most participants in the Nottingham talks had been aware that the Minister would refuse to fund anything that was significantly different from the hierarchical pay structure he wanted, or added substantially to staff costs through new agreements on class sizes, on limits to cover and on free periods for marking and preparation.

Even some negotiators had described the efforts of both sides as seeking pie in the sky while keeping their heads in the sand.

Mr Baker's offer, which would add 16.4 per cent to the education bill over 18 months, had been made a week before the Nottingham talks started but negotiations were nearly 48-hours old before the question of money was formally raised at all.

Observers wondered if the Minister's framework had really concentrated the minds of those taking part or if it had stopped them functioning at all.

The most significant movement over the weekend was provided by the comings and goings of negotiators, back-up teams of advisers and journalists frantically trying to find accommodation in which to spend the few hours that separated meetings that were described as "positive and ground clearing" or "peripheral and virtually meaningless" depending on whom you talked to.

The whole circus seemed to be scattered across half the Midlands as Nottingham hotels which had provided beds for the first two nights said there was no room on the third.

The residential weekend had been fixed weeks before the Baker intervention to settle details of conditions of service, on which little had been agreed in the long weeks since outline accords were signed at Coventry in July.

Excitement on day one of the talks last Saturday was limited to: ■ a town centre rally by the National Association of Schoolmasters/Union of Women Teachers where there were promises of "no sell out," either to local authorities or Mr Baker; ■ newspaper reports that employers were going to improve their own pay offer without meeting Mr Baker's demands; and ■ suggestions from the local authorities on conditions that did little to impress the teachers.

These proposed maximum class sizes of 33 pupils and offered primary teachers a chance of one day a term out of the classroom for developing teaching programmes, marking and other "non-contact" benefits enjoyed by secondary school staff.

The employers said even this offer on non-contact time would cost £31 million a year and require 2,850 extra teachers who could be extremely hard to find. Their paper also gave the cost of one free period a week – £41 million and 3,800 teachers. The employers argued it would be impractical to recruit large numbers of teachers in the short term.

The teachers responded on Sunday with a demand that both primary and secondary school teachers should have 20 per cent non-contact time. They countered a tabled 19-point list of duties and responsibilities with their own reduced 17-point alternative, which hardly differs from Mr Baker's and the employers list. They also suggested class sizes ranging from a maximum of 26 down to 13 in special education and an average of 10 pupils for sixth-form lessons.

The gulf between both sides was still enormous but employers' leader Mr John Pearman tried to sound cheerful, saying both sides were close to an agreement on the difficult subject of contracts. But late on the second day his team could only offer maximum class sizes of 32 pupils and increase guaranteed non-contact time in secondary schools from the five periods proposed in a pre-Nottingham negotiating paper to six periods.

The pace changed when talks resumed on Monday. Mr Pearman asked the unions whether they would stick by their employers and talk further about the collegiate-structure agreed at

The negotiations were nearly 48-hours-old before the question of money was formally raised.

Coventry with some improvements in pay and some extra responsibility posts. The alternative was to talk about the Baker package.

Most teachers sided with the employers but some saw it as a blatant political challenge – "stick with you Labour local authorities or switch to the Conservative Government."

After a prolonged debate, the National Union of Teachers, the National Association of Schoolmasters/Union of Woman Teachers and the Assistant Masters' and Mistresses' Association voted to continue talks with the employers. Both the National Association of Head Teachers and Professional Association of Teachers abstained – while the Secondary Heads Association voted in favour of the Baker package.

Detailed discussion dragged into the afternoon, Tories on the employers' side threatened to "pull the plug" by calling in Mr Baker, train times were checked for the return journey to London and the headquarters of the conciliation service Acas.

Mr Pearman told journalists the employers would accept the conditions on pay but said the Government would have to find more money to improve conditions.

Shortly afterwards Mr Baker finally dropped the guillotine but the talks refused to die. After four days in Nottingham, the participants trudged their weary ways to London on Friday afternoon – ready to resume discussions at Acas on Wednesday morning.

The switch of venue had been accompanied by warnings from the two major heads' associations that they might not accept what was on offer from the employers.

The Assistant Masters and Mistresses Association was also equivocating. The teachers looked divided.

In fact, the first significant behind-the-scenes split had come on the employers' side, between Conservatives representing metropolitan authorities and those on county councils.

Conservatives speaking for 14 Tory and hung councils in the Association of Metropolitan Authorities walked out of the talks even before Mr Baker sent his own "no Coventry" message to negotiators.

Their exit was not noticed because attention had been fixed on Mr Peter Merridale, the Hampshire education authority chairman, who speaks for 11 Tory authorities and some hung councils on the Association of County Councils, but who is usually regarded as the voice for all the Tory employers.

Mr Merridale had threatened a Tory walk-out on Monday but in the end the ACC Conservatives stayed in, to the bemusement of their AMA colleagues.

Mr Brian Sams, from Bexley, said the Baker proposals represented a better basis for settling pay and structure.

Class sizes, cover arrangements and free periods ought to be matters for local negotiation according to the availability of resources, he said.

Mr Pearman, who said the employers' offer, indicated but not yet formally tabled, was final as he arrived for the London resumption to talks, was optimistic as ever. He hoped for a settlement before the day was out. Others were not so sure.

The employers let it be known that they were offering more than the £30,500 Mr Baker was offering the highest paid heads but over a longer time-span. Top-paid heads would receive more than £31,000.

They also said they would increase the £14,500 top limit for Main Professional Grade teachers to just over £15,000. But they said there would now be no separate 1987 pay award, rather a Baker-style staged deal with 1988.

As *The TES* went to press, it was believed that the extra cost of the improved conditions on offer was £200 million over five years. Earlier in the week, Labour negotiators were furious at rumours that they would cost £500 million over an unspecified time-span and blamed the Government as the source of them.

The whole process of negotiating has largely been by word of mouth as teachers have steadfastly refused to break the oath of confidentiality they made to employers. Such secrecy was the only subject on which there was unanimity to be 99 per cent agreement.

An NAS/UWT demonstration provided some excitement on day one of the talks.

Scots step back from a claim

by David Ross

A special meeting of the Educational Institute of Scotland last weekend overwhelmingly rejected the Government pay and conditions proposals as anti-teacher and anti-union.

The leadership was successful in winning unanimous support for a ballot on the Rifkind package with a recommendation to vote no; a commitment to a one-day national strike; and a mandate to enter into negotiations with the Government and the local authorities to see if common ground can be found.

Mr Les Fulton, parliamentary convener, said in moving rejection of the "Rifkind package" that the Scottish Secretary had taken an immense political gamble and would be responsible for any disruption in schools. "Scottish teachers are outraged by the action of the Government in retreating from Main. Scotland is expendable in electoral terms and so it can be ignored."

Seconding for the executive, Mrs Rose Galt, organization convener, said that isolation was a real threat to the EIS. "At the end of the day the door may be slammed shut in our faces but we must not kick it shut ourselves," she said in an appeal not to dismiss the idea of entering talks.

The idea that there would be talks without a pay claim being presented caused most controversy. Mr Tom Connor, Glasgow, moved an amendment that the meeting should commit the union to presenting a pay claim. "The alternative to Main is a pay claim. It is better to have a smaller pay award than trading off conditions. The Government, the Convention of Scottish Local Authorities and the churches all wanted us to accept packages, but most of them were ticking."

In one of the most impassioned speeches of the day, Mr Ian McCalman, Glasgow, said that "the hidden agenda remains Main and that is why we must submit a pay claim. Let us get off the package mentality and get back to good old-fashioned trade unionism."

The leadership, for its part, was opposed to committing the union. It saw such a move as tantamount to abandoning the aims of the campaign.

Mr Tom Devaney, for the national executive, argued: "For two years we have been spelling out that this campaign is not just about money but about education. There is no reason now to jettison the aims of that campaign and the alliances we have built up. Discard the tired, old tactic of going for a pay claim which will mean a derisory award."

Mr Frank Docherty, also for the executive, said that the next few weeks would be critical for the campaign. "We should be trying to isolate the Secretary of State rather than ourselves. This amendment would isolate the EIS from a negotiating strategy."

Mr Fulton said that a pay claim might have to be submitted, but now was not the time. Referring to the campaign aims, he said: "The logic of entering a pay claim now is that we are publicly marking the end of our campaign. You are giving up our argument that our campaign is not just about money."

The amendment was defeated by 224 votes to 176, and the executive's motion was passed unanimously.

Dons' deal hit by fund shift

Negotiations on a long-term salary and pay structure deal for university academics may be scuppered by the allocation of a large slice of the £95 million for university spending announced in Chancellor Nigel Lawson's statement being retained by the University Grants Committee to finance a new premature retirement compensation scheme.

The amount is to be fixed by the UGC when it meets next week. But it is already clear that the substantial sum involved will dramatically reduce the amount available for future salary negotiations unless Ministers step in to help meet the cost of implementing changes in pay structure designed to increase management flexibility while compensating for salary erosion.

Mr Kenneth Baker, Education Secretary, has made clear that the total boost in resources will enable universities to reach a pay settlement for 1986-87. *THES*

City councils unimpressed by 'divisive' salary offer

by Valentine Low

The employers' rejection of the Education Secretary's proposed settlement of the teachers' pay dispute was supported by delegates to last weekend's Association of Metropolitan Authorities' education conference.

Mr Stephen Byers, from Labour-controlled North Tyneside, said the offer was divisive.

Ms Carol McKeown, from Labour-led Birmingham, which was hosting the conference, accused Mr Baker of trying to divide the teacher unions and destroy the credibility of the local authorities.

However, Mr Geoff Wright, chairman of Conservative-controlled Solihull's education committee, said that senior education officers had confided to him that the proposals were "eminently more workable" than the Coventry "solution".

● Some local authorities are shooting local government in the foot, Professor Maurice Kogan, professor of government and social administration at Brunel University, told the conference.

He added: "They place restrictions on the professional judgement and leadership of their own officers and heads of schools.

"Some are plainly making appointments on political criteria. They thus make a perfect case for those who wish to attack local government."

Baker 'victory' wins extra 19% for education

by Barry Hugill

Education spending is to increase by 18.8 per cent in the 1987–88 financial year, Mr Kenneth Baker claimed last week.

"I have won a large victory," the Education Secretary told a press conference on the Chancellor's autumn statement – the annual Goverment announcement on public expenditure levels. "This is very good news for the education system, for pupils, children, parents, schools and universities."

But Mr Giles Radice, shadow education spokesman, said that the Government figures were a "fake".

"The reality is that after taking into account teachers' pay Mr Baker has won only an extra £190 million for education which will probably be eaten up by inflation," he said.

However the figures are interpreted there is no doubt that education has received the largest increase of any departmental spending programme.

The most important increases are:

□ £12,850 million for local authority current expenditure – 18.8 per cent more than planned for 1986–87;

□ an extra £95 million for university recurrent expenditure and equipment grants; and

□ an extra £39 million for the science budget.

A considerable proportion of the increase in local authority expenditure is to finance the Government's 16.4 per cent pay offer to teachers. Increased spending on textbooks, school repairs and maintenance is also allowed for.

And an extra £100 million is being set aside for the GCSE – primarily for textbooks and equipment and in-service teacher training.

The news for local authorities is not, however, all good. Mr Baker expects them to intensify their efforts to cut school meals costs and make savings on cleaning, caretaking and administration.

He anticipates that they will continue to close or merge schools as rolls continue to fall.

The extra £95 million for the universities will be in return for an agreement from the vice-chancellors that they will take part in a rationalization programme including staff appraisal, more selective research funding, tougher financial management, fewer tenured posts and the merger or closure of small departments.

TEACHERS' PAY

Mind games: while employers and teachers' leaders struggled with the twists and turns of the pay talks, one teacher had found his own money-spinning solution. Mr Erno Rubic flew into London from Budapest last Friday to launch his magic puzzle, successor to the Rubic Cube which sold 150 million worldwide.

CBI warning over imposed pay deal

by Mark Jackson

The Confederation of British Industry has warned Mr Kenneth Baker not to impose a pay deal on teachers.

The CBI annual conference on Monday, voted overwhelmingly for a resolution backing higher pay for teachers and calling for more effective use of buildings and equipment.

Mr Roland Long, the Yorkshire industrialist who moved the resolution, was prepared for resistance from delegates angered by the effects of the pay dispute on schools. He appealed to them to recognize that a way had to be found to end it. "Our entire future is at stake," he warned, and added: "I am bound to make an appeal to the Secretary of State for Education.

"No matter how great the temptation, no matter how great the provocation, it is the hallmark of a free society that terms and conditions are agreed rather than imposed. There is no conceivable Act of Parliament which can oblige people to give commitment, and it is in education above all else that we must strive for commitment."

Mr Long said that it was no mean feat for Mr Baker to have extracted an extra £65 million of Treasury money at a time when "the Chancellor's gaze is firmly, if mistakenly, set upon the prospects of a supposedly vote-winning cut in taxation, and I hope even his opponents can pay him credit for that."

Whatever the immediate outcome, it would take a long time to restore confidence, rebuild morale, and win commitment. The status of teaching which had been eroded over a decade, had to be resolved, he said.

For a free society to survive in a future of shorter working weeks and lives, education had to become a lifelong experience with access for all. "Without such access the decline into mindless violence will threaten the whole fabric of our society," he said.

Mr John Peake, of engine makers Baker Perkins, said that teachers had a vital responsibility to society, and needed to have their work fully recognized. "They also need, as do we, peace in schools. We must all use our influence to ensure that an agreement on pay and conditions that is widely regarded as fair is reached by the parties involved."

But, he added, the deal must represent value for money, and be broad enough to accommodate measures to attract teachers of maths, physics, and CDT. It must also provide the right climate for the introduction of the GCSE and the successful linking of schools and vocational examinations.

Roland Long: terms must be agreed rather than imposed

Ian Nash on the background to Kenneth Baker's announcement of an inquiry into English teaching

Bring on the peace-makers ...

The chairman of the forthcoming "higher level, independent" committee of inquiry into the teaching of English is expected to be named early next week.

Professor Sir Randolph Quirk, former vice-chancellor of the University of London, is the front-runner (as reported in *The TES* last week). Iris Murdoch, novelist and philosopher, turned down Mr Baker's offer to head the inquiry, saying she was too busy.

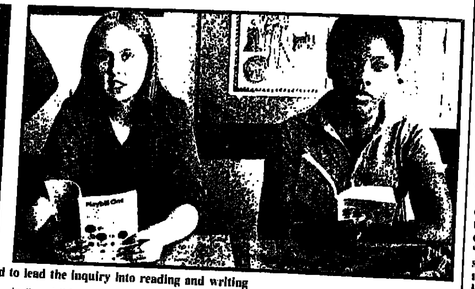
The Education Secretary's official announcement of the inquiry at the weekend follows desperate attempts by Her Majesty's Inspectorate to find common ground within the education profession on which to formulate a curriculum policy and guidelines for the future.

The discussion document in the HMI Curriculum Matters series, *English 5 to 16*, revealed substantial, though not unanimous, agreement that children should learn something about their language and how it works. "Beyond that, agreement fades," said HMI.

There were 913 responses to the document and they showed "strong hostility to formal grammatical analysis – on practical and theoretical grounds." There were also deep divisions about what to teach pupils, HMI added.

The one thing Mr Kenneth Baker omitted to say in his weekend speech at Pangbourne College, Berkshire, was that it was HMI that first suggested an inquiry as a possible way out of the impasse.

Mr Baker did, however, make it clear that he is keen to prevent the revival of hostilities. "We should not so over-emphasize the knowing about the language that we frighten our pupils by its very complexity, subtlety and infinite variety," he said. Spotting the gerund or seeking out the subjunctive could intimidate rather than entice.



Professor Sir Randolph Quirk is tipped to lead the inquiry into reading and writing

He envisaged "benchmarks for progress" such as the ability to read *Animal Farm* at 12 and *David Copperfield* at 15. But he warned that "there is a risk that teachers and parents can be pushed by the presence of technical competence and introduce some books too early."

Justifying the need for action, he said: "Frequently I hear employers complain that many school-leavers applying for jobs after 11 years of compulsory education cannot write simply, clearly and without obvious error. That is often an exaggeration but there is disquiet."

Citing evidence still to be published by the Department of Education and Science, he said research showed one in five children would read only if they had to, and one in four "rarely read books at home".

Lord Bullock responded to Mr Baker's speech by saying that his 1975 report on literacy was virtually ignored by politicians – suggesting that this could well be the fate of the new inquiry.

When HMI suggested setting up such a committee earlier this year, it said: "It is likely that the findings of an inquiry would need to be followed up by substantial investment in initial and in-service training and in the development of suitable teaching materials.

Mr Baker, not the committee, will have to decide on resources and without a substantial change of local education authority fortunes, it seems likely that the Government will have to look to special funding for in-service teacher training.

In his speech Mr Baker said he found it "depressing" that children spent so much time in front of the television screen – 40 per cent do not read at home.

"Interest in reading should not just be left to the teacher or the school," he said. Parents should encourage their children to read and talk about their thoughts and experiences.

Mr Baker seemed keen to allay the fears of "progressive" teachers but he did not desert the traditionalists altogether. Children should be encouraged to read "great literature" for its own sake, he said.

They should also learn poetry by heart, not for memory training alone. "It also gives a sense of achievement and need not be a chore," he said.

But in a gesture to English as a "living language" he urged pupils not to feel their language is inferior to that of fine orators.

Finance chief quits in cash crisis

by Barry Hugill

Mrs Frances Morrell, the four-ba[illegible] [illegible]don Education Authority leader, [illegible] standing in as finance chief this [illegible] following the sudden resignation of [illegible] Steve Bundred, the chairman.

Mr Charles Rossi, the deputy chairman, also resigned, but has [illegible] withdrawn his resignation.

Mr Bundred is understood to [illegible] concerned at the financial crisis [illegible] the ILEA. Its reserves have been depleted and though for some [illegible] "creative accounting" has disguised [illegible] seriousness of its situation, officers are now advising that very little [illegible] left.

The advertising budget is one [illegible] where the authority is known [illegible] overspent.

The crisis is exacerbated by the [illegible] that the ILEA does not receive [illegible] Government grant because it fails [illegible] meet centrally imposed spending targets.

One measure favoured by Mr Bundred was an increase in the price [illegible] school meals – from 35p to 40p – but [illegible] was overruled by his colleagues.

Video value

A six-month survey of how colleges use television in adult training courses is being carried out by the DES to help improve the educational use of video. The results will be published as part of the PICKUP (Professional, Industrial and Commercial Updating) Programme next spring.

A novel way of teaching about the dangers of drugs is being tried out on fifth and sixth-formers. Sue Surkes reports

Looking into the abyss with an ex-addict

I am feeling kind of sick today,
My belly is screaming and
My eyes are bleeding,
The bones are shaking and
Beginning to feel the fear,
I've got to get a move on and
I've got to find some gear.

Students at Hind Leys community college in Shepshed, near Loughborough, reacted with confusion to the unusual opening to their class.

They had looked at drug abuse in the context of humanities and personal and social education, but here was something different.

Phil Cooper, a former drug addict and now a self-styled street poet and dramatist, had come not to deliver a lesson but to offer a kaleidoscope of insights into the nasty world of narcotics he inhabited until 1979.

During the two-hour session with about 25 fifth and sixth-formers, he presented a striking programme of verse, much of it disarmingly poignant in its simplicity. One poem expressed the lack of communication between parents and children. In another, Mr Heroin darkly warns: "All it takes is one mistake, and then your life is mine."

A film featuring north Devon secondary school pupils portrayed the fall of an apparently ordinary youngster into the abyss of abuse. He knew how to say no, until his curiosity overcame him.

Mr Cooper's appeal lies in his street credibility and his ability to relate to youngsters. His hair is spiky, his arms tattooed and his language peppered with words like gear, bust, and out of my box.

"I won't tell you what to do because I didn't listen to anybody," he said. "What I hope to do is give you a full deck of cards."

That deck seemed to go some way towards winning the game. "He was communicating on our wavelength," said Becky.

Gill, aged 16, said: "It's a different type of learning. His poems have a lot to do with it. They were so natural. Everybody can relate to them." She added: "He has not told us not to do it. But we are not going to say yes because of what he has told us."

Mr Cooper, who writes about a variety of social issues, has been tailoring and adapting his drugs talk to suit children from primary and secondary schools across the country. Hind Leys community college, a rural school without any apparent drug problem, formed part of a Leicestershire tour.

'I won't tell you what to do because I didn't listen to anybody'

The presentations aimed at providing starting points to be followed up by teachers, Mr Cooper said. He has also undertaken teacher training in Staffordshire and visits youth clubs, prisons and the probation service.

The most enlightening part of Mr Cooper's presentation was a game in which three volunteers had to taste and identify four harmless powders. They failed miserably, but the point had been made. They would not know a drug such as heroin if it hit them in the face.

"I don't think you'll get conned twice," said Mr Cooper. He explained the way powder drugs were often mixed with other harmful substances. "What will dog powder and grout do when it goes into your bloodstream?"

Dope test: a practical demonstration of how difficult it is to differentiate between lethal and harmless powders

Phil Cooper, aged 35, grew up in Southport and now lives in Devon. He is well-qualified to talk about the drugs world, but does not offer his own experiences unless he is asked. Instead he relies on his observations of addicts both in the past and in his present work.

He does not believe in shock tactics. Nor does he confine his one-man show – which concentrates on illegal drugs – to the health risks.

"Nobody is telling young people about the scene," he said. "To get involved with illegal drugs is to enter a seedy world of degradation where you would probably be forced to steal to pay for the next fix. Your real friend has deserted you. Your fellow addicts could turn on you if you were suspected of betraying their trust."

However, without financial backing – he charges £40 a session – and the scepticism his past arouses, he has found the going hard.

"He is labelled and always will be labelled," said Mr Neil Stock, head of humanities at Hind Leys College. "But he must be given a chance. He needs access to i.e.a. advisers."

Mr Stock said he had never seen his pupils so intensely involved in learning. "One of the problems we have found with a lot of the literature is that it is saying this is wrong, you must not do it. Quite often, if you are the teacher and an authoritarian figure already, you have big obstacles to overcome. I think Phil breaks through all that."

Mr Cooper's tour of Leicestershire schools coincided with the launch last week of a major £100,000 drug education project by the Health Education Council, with financial support from the Department of Education and Science and the Scottish Health Education Group.

The project, called Drug Wise, has involved five specialist agencies and includes learning materials, a training manual and a curriculum guide.

In an introduction, the authors state: "We believe that it is poor educational practice – and maybe counterproductive – to attempt to teach about drugs by concentrating solely on drugs (and their harmful effects) rather than by examining the social context in which drugs are used and the many social and economic influences which affect people's use of drugs."

To this end, the pack, aimed at 14 to 18-year-olds, explores both legal and illegal drugs along with social and economic factors. Schools will be urged to use the materials as part of a broad health education programme.

At the launch of Drug Wise in London, Ms Lynda Finn, education officer at the Health Education Council, said the materials were designed neither to preach nor merely to inform. The pack was aimed at helping youngsters to explore their attitudes and values and to acquire skills such as assertiveness.

"We know what doesn't work educationally. Information without skills training has no effect. Trying to shock does not affect behaviour."

Training courses win approval

Another ten institutions have had their teacher training courses approved by the Council for the Accreditation of Teacher Education. They are the universities of Durham, Loughborough, Newcastle upon Tyne and Sheffield; the polytechnics of Birmingham, Kingston, Manchester and Sheffield; the Liverpool Institute of Higher Education and Rolle College, Devon.

Newcastle, Kingston and Rolle were inspected last year and told that their courses were not yet up to the standard required. They were given a year to remedy the deficiencies.

The council was set up in 1984 by Sir Keith Joseph, the then Education Secretary, with a remit to examine all existing initial teacher training courses within four years for professional accreditation. It has attracted vociferous criticism from teacher trainers and led to the formation of an opposition group, the Undergraduate Primary Teacher Education Conference, which has been particularly exercised about the requirement of two years of specialist subject studies for intending primary teachers.

Earlier this year the Select Committee report on primary schools recommended that CATE should be phased out and its responsibilities handed over to existing validating bodies.

Restructure plan

Falling rolls and the need to provide cost-effective education for 16 to 19-year-olds has prompted Gwynedd County Council to prepare a discussion document outlining a new tertiary education system for the 1990s.

According to Government guidelines, all of the county's 23 sixth-forms would cease to be viable by 1993.

... while Julia Hagedorn reports on how teachers could change the way they tackle the problem

A little caring could go a very long way

Children of primary school age – one as young as six – have attended a Newcastle clinic to help young drug addicts.

And Mr Dennis O'Connor, the university lecturer who runs the clinic, has criticized teachers for the way they are tackling drug abuse.

Speaking after his address to the National Association for Primary Education's annual conference in Hitchin, Hertfordshire, at the weekend, Mr O'Connor said schools needed to be much more caring places if they were to help young solvent abusers and prevent others from following their example.

Part of the addicts' problem might be that at school they felt ridiculous and could not cope with the teachers' reaction.

"Some very well-meaning teachers have very bad ways of relating to children," he said. "They use sarcasm and humour in a way that really embarrasses adolescents and makes them lose face in front of their classmates."

Some teachers, Mr O'Connor said, got pleasure in tormenting children and others simply did not realize the harm they were doing.

Mr O'Connor, who lectures in psychology and counselling, told his audience that they might see drug-taking or solvent abuse as a problem, but the takers saw it as the *solution* to a problem. There was no use getting angry with addicts, or criticizing them. If teachers wanted to help, they had to relate to the youngster at his or her own level. "We have to work at an emotional level and build ways through caring for them to reach a way for them to escape." But, he reminded his listeners: "Caring has a dirty face, it's smelly and often has to take place under conditions that are less than desirable."

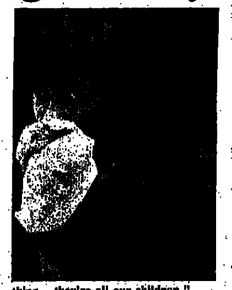
His clients, he said, were in great distress and many of them wanted to die or switch off from what they saw as a boring and frightening world.

Many teachers still laboured under the misapprehension that training of the intellect would solve their problems, but it was the emotions that needed educating.

"But you need to like children to do this work well," he said. "And I'm aware that there are teachers who do not like them. They won't be any good at counselling."

Mr O'Connor was very critical of the Government's decision to use pop stars to warn against the dangers of solvent and drug abuse. His own research in Newcastle had shown that these films were counter-productive. Children copied the stars' drug-taking rather than being put off by it.

He was worried that if something was not done soon, many of the young generation would be lost to society. The children he saw had been turned off school by an excessively academic curriculum and had turned to glue instead of to books for their good and bad dreams. "It's no good saying 'It's the parents' job'. They can't do it, nor will they. So we teachers have to do something – they're all our children."



Mrs Joan Lister, chairman of NAPE, and head of Ashfield nursery school in Newcastle, said after the conference that every Monday morning she and her staff had to clear away the glue sniffing paraphernalia that addicts left behind in the playground. Her school also suffered from constant vandalism and had twice been set on fire. She believed the arsonists were youngsters high on glue.

Mr O'Connor confirmed that very young children were now coming into contact with glue sniffing. In fact children had suffered headaches and dizziness after sniffing glue bags discarded in their school yard.

"Glue sniffing can sweep through a school like an epidemic with everyone having a go and it leaves behind a hard core who become the addicts I see later."

Mrs Clyte Hampton, formerly health education consultant for East Sussex, reminded the audience that legal drugs were having far more effect on the children than illegal substances. "How many children are abused physically because their parents lose their inhibitions under alcohol and bash them?" she asked.

The fact that there were not thousands of children in clinics like the Newcastle one was due to the excellent work of teachers in primary schools, Mrs Hampton added.

Health education should be a way of helping children to make decisions about the way they were going to behave in certain situations, she said. It was no use simply bombarding them with information: they must be taught to recognize what they would feel in various circumstances.

Primary schools were better at this. But children went from being important people in primaries to being less than important in secondary schools, where they were not encouraged to go on making decisions or be responsible for their own behaviour.

"The real problem is that we do not want to recognize the stages our children have reached," she said. "That girls are menstruating before they are 10 and that children are interested in sexual matters before they are 16."

Bradford set to ban staff from public criticisms

by Frank Pedley

All employees of Bradford Council, including teachers, may soon be banned from publicly criticizing the authority if draft guidelines are approved.

The guidelines instruct staff in how to deal with the media. They would encourage employees to publicize "the beneficial aspects of the authority's work". However, staff are warned against referring to such "sensitive areas" as policy-making, political controversy, or the council's performance.

The document, which was leaked to the *Yorkshire Post*, comes soon after a teacher published an article critical of the authority's advertisement for a sex equality officer. According to Mr John Lambert, the Labour chairman of the education committee, the advertisement had to be drafted in such a way that a woman would be appointed.

The guidelines were drawn up by Mr Brian McAndrew, the deputy chief executive. They say: "The only legitimate channel of policy is the official machinery set up within the directorates, directly with immediate managers, or through recognized trade unions." All officers are instructed to consult their superiors before speaking to the media and "individual officers are forbidden to seek to influence or change council policy via media activity".

Mr Ronnie Farley, the Tory opposition group leader, has said that while they would endorse clear guidelines to the staff about dealing with the media, they "would not countenance any moves that would curtail our employees' personal liberties".

NAB dampens Tory hopes of student loans scheme

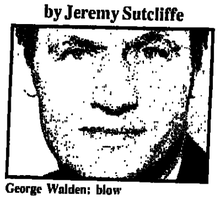
by Jeremy Sutcliffe

Government hopes that the academic world will support a mixed student grants-loans scheme received a major setback last week when the National Advisory Body for Local Authority Higher Education rejected the principle of loans.

The decision was made at a meeting of the NAB committee, which is chaired by Mr George Walden, the minister for higher education. It is thought the committee split 4-3, with one Conservative member absent.

The vote is bound to be a blow for Mr Walden, who is also chairing an internal Government review of student support. He is known to be a supporter of student loans.

The Government's embarrassment will increase if, as is thought likely, the University Grants Committee fails to submit evidence to Mr Walden's review because of dissension within its own ranks over a loans scheme.



George Walden: blow

The NAB decision came during a long meeting at which the committee failed to reach a conclusion on a draft submission to the Government review. But they did vote, narrowly, to throw out loans as an option. The submission is expected to be finalized at the committee's meeting next month.

Mr John Bevan, NAB secretary, said: "The committee decided on a vote against all consideration of loans as an option in its evidence to the review of student support."

The committee consists of Mr Walden, and six local authority politicians – two Conservatives, one Alliance member and three Labour representatives, including Mr John Pearman, leader of the Burnham employers' side. Mr Christopher Ball, warden of Keble College, Oxford, votes as an ex-officio member.

Impetus for a mixed grants-loans system snowballed when the Committee of Vice-Chancellors and Principals added its weight to the idea at the end of September. The NAB committee decision, following a recommendation by the board which comprises members drawn from polytechnics and colleges, local politicians and representatives from industry and elsewhere, means there is influential opposition to loans.

Church of England condemns proposals

The Church of England has strongly condemned Government proposals to make full-time students more responsible for their own upkeep, *writes Bert Lodge*.

It says grants should be enough for students to live without undue anxiety and they should not be obliged to live at home, find part-time work or a commercial sponsor, or be forced to rely on loans.

The church's board of education says in a submission to a Government review on student financial support that such privations are all possible consequences of the policy outlined in a letter from Mr Kenneth Baker, the Education Secretary, on October 7.

He wrote that "public resources available will be broadly commensurate with what is currently spent on students via student awards and social security benefits."

The board says this means, in effect, that grants will be kept to their present inadequate level and other sources of support will have to be found – yet the value of the grant had dropped by 19 per cent since 1979.

During the same period, the parental contribution had risen from 25 per cent to 43 per cent.

The board said that acquiring spare-time work was hard enough with so many unemployed. The British higher education system, with its intensive three or four-year courses, was not designed to allow students time off to earn a living.

As for loans as a supplement to grants, they could condition the type of course a student would choose – with the financial returns coming first.

The board said: "We also have serious reservations about the morality of requiring students to incur debts before they even begin their studies."

Closer co-operation urged between schools and museums

Call to extend art studies

by Owen Surridge

Art teachers were told last week not to be intimidated by a GCSE requirement to extend their teaching from the practical business of painting and drawing to critical studies and the history of art.

Mr Anthony Dyson, of London University's Institute of Education, speaking at the annual conference of the National Society for Education in Art and Design, said: "Some notion of historical perspective is necessary, but not as a crushing set of facts to be memorized."

He added: "We should not allow ourselves to become enmeshed in the internecine struggles of art historians, but we should know what their arguments are about.

"Teachers and children need to know what distinguishes a great work of art from the commonplace and both should be studied."

Mr Rod Taylor, Wigan art adviser, told the Bath conference that l.e.a.s should provide loan collections ranging across the arts and crafts – as in the 1950s and 60s.

It was time, he said, to disinter them from the store cupboards and see that they were properly supplemented with explanations and supporting materials so that teachers unfamiliar with the idea could use them.

Dr Sheila Paine, of the London Institute of Education, called for more co-operation between schools and museums. Teachers could help by pushing harder to make more use of museums – not merely on days out but in the same way they would expect to use libraries.

Ulster quotas

Northern Ireland parents will have more say in their children's education if new Government proposals on grammar and secondary intakes are implemented.

A discussion paper proposes the abolition of intake quotas to secondary schools and the removal of grading for the 11-plus transfer procedure – but with the retention of the 27 per cent grammar and 73 per cent secondary ratio.

It also suggests the publication of inspectors' reports on secondaries and increased fees for children who fail the 11-plus, but find grammar school places.

Admin jobs

Lincolnshire education authority has agreed to employ five new officials to deal with pay after newly-appointed and promoted teachers failed to receive correct salaries for a second month.

NALGO, the local government officers' union, said the l.e.a.'s hand was forced by the threat of industrial action after introduction of computerized records led to the loss of 117 jobs.

But a spokesman for Lincolnshire said the decision was part of a post-reorganization review.

More than 500 teachers received their salaries up to two weeks late in September – and when they were paid, many increases for regrading were not included.

IN BRIEF

Heads in protest

About 200 angry headteachers boycotted a meeting of the Labour-controlled Inner London Education Authority last week in protest at its decision to reduce their representation on its education committee.

An Acas-inspired formula suggested the two headteachers' organizations should share a place. The Labour group, however, believes this place should also be shared with the Assistant Masters' and Mistresses' Association, while the two TUC-affiliated teachers' unions, the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers, should have places reserved for them.

Union merger

The Trades Union Congress has been asked to help settle policy differences between the two largest teachers' unions in England and Wales.

The appeal has been made by the National Union of Teachers which is committed to seeking a merger with the National Association of Schoolmasters/Union of Women Teachers.

Mr Fred Jarvis, NUT general secretary, has told TUC leaders that discussions between unions are harming attempts to defend the education service. He has asked for their help in establishing common policies among all TUC-affiliated unions within teaching.

Parents' choice

Parents in Kingston upon Thames are to decide what form of 16–19 provision they would like.

The Alliance-controlled council is determined to scrap the borough's grammar schools, but is asking parents to choose between a number of options.

Construction cash

Each of the five education and library boards in Northern Ireland is to receive £250,000 for maintenance and minor repairs.

A further £1.3 million has been allocated to cover the cost arising from the closure of the gas supply, and an additional £1 million for improvements to special care schools. This brings the construction-related expenditure within the education capital budget this year to £34 million, as against £28 million last year.

Crucial policy

A whole school equal opportunities policy, where support is available from the head and senior staff for planning, practice and review, is crucial if the 1981 Education Act is to be successfully implemented, says the Special Educational Needs National Advisory Council (SENNAC) in a new leaflet about the professional challenge to mainstream teachers.

RE grant

The Welsh National Centre for Religious Education feels that the principality's grant of £59,000 for in-service training in the subject is inadequate. According to the centre, it is a figure six times lower than that allocated to other educational priority areas such as maths, science and CDT.

Work experience

Croydon education authority has earmarked £48,000 for a series of pre-vocational training schemes, including a work experience agency for school pupils, to run jointly with industry.

Workbooks guide

Familiarizing teachers, industrialists, trade unions and other interested bodies with the scope and rationale of work experience workbooks is the aim of *Work Experience Workbooks: A Critical Review*, written by Ian Jamieson, Bob Newman and Jack Peffers.

Published by Longman for the School Curriculum Development Committee, it is available, price £2.95, from the Longman resources Unit, 6 Halifield Road, Layerthorpe, York YO3 7XQ.

Sheila Innes: political skills and tact

Open College opts for Innes

The Open College, the broadcasting-based programme of mass training and vocational education which begins next autumn, is to be run by one of educational broadcasting's two strong women.

A high-powered panel which included Lord Young, the Employment Secretary, has chosen Ms Sheila Innes, the BBC's controller of educational broadcasting, as chief executive. Her chief rival for the job was Channel Four's education head, Ms Naomi Sargant, who is credited with having originated the scheme and has so far played a dominating role in pushing it through.

Along with Lord Young, the panel had the MSC's director, Mr Geoffrey Holland, Mr Michael Green, the OC's part-time chairman, Mr John Whitney, director-general of the Independent Broadcasting Authority, and Mr Jeremy Isaacs, Channel Four's chief executive.

It would seem that, in making their choice, the panel put a premium on the political skills and tact which characterize Ms Innes rather than on direct experience in the administration of an independent mass open learning institution.

Ms Sargant, who is rather more abrasive, was a senior manager of the Open University before going to Channel Four. Her cooperation will be an important factor in getting the new programme off the ground because of her channel's central role in the broadcasting arrangements.

Miss Innes is expected to take up her new post as soon as the BBC can release her so that she can assemble a team able to get at least some courses lined up for the autumn deadline.

Her first task will be to take part in choosing her two principal subordinates, who will run the courses and the student support activities respectively. There have been a very large number of applications for the posts, one of which is likely to go to someone from mainstream education.

Meanwhile, a considerable amount of preparatory work is being carried out for the college by the Manpower Services Commission, which has set up an Open College team headed by an assistant secretary, Mr Kevin White.

They are being helped by two advisory groups, on which are represented the education service, the broadcasting organizations, local authorities, the examining bodies, and both sides of industry. One of the groups is working on the pattern of courses, and the other on creating a network of student resource centres, which will include further education colleges.

The groups, which are headed by Mr Holland and by Mr Ian Johnston, chief executive of the MSC's vocational education and training group, will remain in existence permanently so that the MSC can carry out its responsibility for providing continuing help to the Open College.

Bringing vision to the BBC

When Sheila Innes became Controller of BBC Education in 1984, she brought the qualities of drive and "considerable vision" to the job, according to Professor Ted Wragg, director of Exeter University's School of Education and chairman of the Schools Broadcasting Council.

Her appointment came at a time when the BBC's commitment to education was in doubt, as educational broadcasting was threatened by government cutbacks and by the desire of other BBC mandarins to expand their empires.

However, "she took all the new technologies on board and understood their relative importance immediately," Professor Wragg said.

Equally important, Sheila Innes developed an awesome political skill: "She won the confidence of the governors early on."

She would not hesitate to go straight to the governors to defend her realm, and has shown an ability to bring people together and win their respect and cooperation.

It is a measure of her success as a promoter and politician that during her two-and-a-half years as Controller, there have been few erosions to either the autonomy of BBC Education or its allocated hours. The main victim has been radio, which has suffered partial banishment to the night hours and a subsequent fall in the number of schools taking the programmes. It is still under threat.

Her previous appointment was Head of Continuing Education, where she had overseen the highly successful adult literacy and computer literacy projects, as well as other broad but lesser known ones. For example, a series for mentally handicapped children, called *Let's Go*, was a collaboration between Schools Broadcasting and Continuing Education.

As Eurfron Gwynne Jones, head of BBC Television, said: "She invented the concept of BBC schools education", bringing together what were separate and even competing departments.

Her awareness of how far she will need these abilities at the Open College, where the groups are much more disparate, is illustrated by a statement she made this week: "What is unique about the college is that in harnessing the power of broadcasting to the task of learning, it will be in partnership with all the broadcasters – the independent companies, the BBC, Channel 4 and the independents – in a bid to reach out to all sectors of the population.

"The whole should be significantly greater than the sum of the parts. It sounds like Utopia, but given the right team, it's certainly the right time."

Carolyn O'Grady

Employers mute criticism of Government training policies

Election fears drive CBI rebels back to the Tory fold

Britain's employers, who last year broke all precedent by attacking Government cuts in education, are back to business as usual. The Confederation of British Industry conference at Bournemouth this week disposed of education and training in a few minutes, albeit with a call for higher pay for teachers.

Tribal loyalties in the run-up to a general election reasserted themselves – (just as they did at last month's TUC) and all criticism of the Government and its approach to training was muted. Most of the resolutions tabled, apart from one which demanded a "more regulatory approach", urged employers, as well as schools, to do better.

Training was a major preoccupation of last year's presidential address, but was hardly mentioned by the new president, Mr David Nickson, who was more concerned with union laws, taxes, and the rediscovered kinship with the party of free enterprise. It was as if, having done its duty by Industry Year, the CBI was returning to its primal concerns.

So it was left to voices from outside the CBI establishment, a group of the confederation's young futurologists and a guest from the other side of industry, to remind the conference that the battle for the right kind of education and training system has yet to be won.

Education and training should come before even health, housing, or pensions, in the national priorities, Mr Gavin Laird, right-wing general secretary of the Amalgamated Engineering Union, told the conference. The first union leader ever to address the CBI, Mr Laird pointed out that Britain still spent much less on training than its competitors and called for further Government initiatives.

Action to prepare Britain to meet the challenge of the 21st century must start in the schools, says a report prepared by a team of under-35s commissioned by the CBI.

The team, 20 managers from CBI companies and one teacher, on Monday presented their "Vision 2010" report, which envisages a meritocratic society, with a strong emphasis on training.

Gavin Laird: education priority

The Britain they would like to see would be highly-innovative, with flexible work patterns and no status distinctions between different groups of employees. Cash redundancy payments would be abolished in favour of training grants so that the redundant could equip themselves for new jobs.

The group calls for a "broad-based curriculum to replace early specialization in schools, so as to fit pupils to respond to opportunities rather than channel them into studies which may quickly become irrelevant to either their own needs or those of society.

"We advocate a curriculum which should be nationally determined to ensure a consistent approach throughout the country. This may well require the Government to take direct control over funding."

The school-leaving age may need to be raised, it adds. The group says that its proposals demand the highest calibre of teachers, which means that they would have to be well paid and assured that education was highly valued. "This should lead to a standard in state schools which would render private education an expensive irrelevance", the report claims.

Edited by Mark Jackson

Pupils at factory gate again

by Ian Nash

Sixty-six years after the prohibition of child labour, 11-year-olds in Wolverhampton are setting off bright and early for a day at the factory. And the school that sent them there is getting a pay off.

Valley Park School, which has moved a classroom into a local factory, has won a £250 award from the Learning from Industry scheme sponsored by the Department of Trade and Industry and the Science and Technology Regional Organizations of the Standing Conference on Schools' Science and Technology.

All 11 to 18-year-olds are to visit the classroom, set up at Spicer Transmissions, regularly for lessons on industry and commerce, starting with health and safety in the workplace. Projects range from production and marketing to one on avant-garde music composition based on factory sounds.

The school orchestra will gain a valuable rehearsal venue by giving "music while you work" concerts, and industrial workshops will be available for students of craft, design and technology.

Receiving the £250 award from Lord Lucas, Trade and Industry Under Secretary, Mrs Joan Stevenson, deputy head of Valley Park, asked: "What better way of creating an environment in which to learn about industry?"

Pupils agree. Mohamed Ellam said: "For the first time we can learn for ourselves what industry is about."

Kamenin Patel said: "At first I expected it to be a noisy messy place, but the atmosphere is great."

Mr Tony Ryder, a plant manager, said it was important to demonstrate that industry had something to offer all subjects. "It is also important for industry to see that schools have much to offer us."

Lord Lucas agreed. "One of the most pleasing activities of Industry Year has been the number of schools that have set up links with industry," he said.

So you think you've got problems! In a week when the Government and local authorities were trying to force new contracts upon teachers in England and Wales, a British teacher – Lynda Green – starts an occasional series on teaching abroad by revealing what it is like to teach in Madrid

A Spanish holiday? Certainly not

Overseas teachers often find working in Britain a harrowing experience: they are horrified at the pastoral, lunchtime and breaktime duties and the unpaid evening meetings.

They are mystified by the assumption that, especially at secondary level, specialist subject teachers also preoccupy themselves with the lunchtime behaviour of students, their uniform, absence notes and family problems.

However, after a term at a large school in the centre of Madrid, I discovered that the pressures on Spanish teachers are even greater than those at home.

Pupils aged 4 to 15 attend one school, the *Colegio de Educación Básica*. I was told only 50 per cent would go on to the next stage, either a traditional *Instituto* preparing for the equivalent of O and A levels, or a *Centro de Formación Profesional*, a technical college.

Spanish teachers therefore cope with large numbers of school-leavers who take no exams, have little hope of finding jobs and who have been in the same school since the age of four.

I taught three groups of leavers, of very mixed ability and each with its fair share of disrupters, but I was surprised that the pupils' frustration and boredom were not even greater. They had attended the same school for nine years and the atmosphere was unmistakably that of a primary.

All teachers had the responsibility of a form and dealt with more paperwork and official documents than their British counterparts. There was a system of continuous assessment, with a report six times a year for which the tutor recorded all grades in personal record books, in files and on report sheets sent home to parents.

The tutor was additionally burdened with an overall summary of the performance of the tutor group. When I presented mine for the head's signature a correction was spotted and I was asked to re-type it all. There was no secretarial help.

Cover for absent teachers was not available unless the time away ran into weeks. My two non-teaching periods per week were often spent teaching for absent colleagues at several minutes' notice.

With no administrative staff, teachers were informed of meetings, messages and school events by a system of pupil runners. They would appear two or three times during lessons and were considered a welcome interruption.

In a school of more than 1,000 pupils there was no nurse; when a serious accident occurred, the teacher on patio duty loaded the child into his car and braved the Madrid traffic.

The timing of the school day presented an additional problem. We started at 9am with the tutor escorting the group from the patio, up the wide staircase and into the classroom. Classes continued until noon with one short break. The teacher worked until 1pm, using the extra hour for marking, helping pupils or seeing parents. Afternoon school was from 3pm to 5pm.

Spanish teachers treated the long lunch break with respect, many staying at school to eat in the long dining hall, where pupils and staff were served by white-uniformed waitresses. The food was excellent, three courses, with wine and coffee for staff, all taken at a leisurely pace with lively conversation. Older pupils were put in charge of a table of younger ones and, although the noise was overwhelming, behaviour was good.

The pressures on Spanish teachers can be enormous. Inset: Lynda Green

The school building I taught in was old and cavernous, like a Victorian town hall influenced by Arab culture – with high ceilings and stone floors.

Teaching any subject in such an echo-chamber would have been exhausting, but a foreign language using aural methods produced states of bewilderment quickly followed by slumps and loss of interest.

It is difficult for Spanish teachers to change jobs. Direct application cannot be made to a school or college; changes are arranged by the Ministry of Education and posts are awarded according to a points system, depending mainly on experience and general usefulness.

There is no half-term holiday, but several fiestas or occasional days in honour of saints or the King's birthday. These always have an air of suspense about them as they must be confirmed each time by the authorities.

The final week of term is free of pupils and used to complete files and other documents. On the last day the pupils return, many with their parents, to collect reports. Teachers must decide whether the student has passed or failed.

In the case of failure, a programme of *recuperación* for the student to work through the holiday is prepared. These pupils present themselves for an additional examination in September before the term starts. The initial failure rate is high, a scandalous 80 per cent in Catalonia this year.

The last few days of the school year seemed chaotic. "It's a madhouse," one member of staff commented as about six of us crowded into the school office to use typewriters or photocopier, trying to ignore the festive parents waiting to discuss their child's progress.

An opportunity to release the tension was welcomed by all of us at the end-of-term staff lunch. Gazpacho and shellfish, champagne and brandy, with one end of the table throwing challenging bursts of regional songs at the other, the rest clapping. The headmistress performing a traditional dance is a sight I shall not forget for a while.

Carrots for the teachers, sticks for the bureaucrats

CHINA

A special foundation has been established in China to reward middle, primary and kindergarten staff who are considered outstanding.

The launch was announced by Li Peng, China's Education Commission chief and vice-premier, when he addressed a national conference of schoolteachers.

After praising a number of staff from around the country for their outstanding contributions to the spread of elementary education, he said the foundation would be a way of encouraging the country's 10 million teachers. It was China's long-term policy to reward all outstanding staff and those who made important contributions to education.

The new foundation, which includes leading personalities from home and abroad, will raise funds largely through public donations with some additional support from the Government. The money will be placed in the Industrial and Commercial Bank and interest used to reward outstanding teachers.

However, Li added that progress in education was being seriously hampered by "bureaucracy, inefficiency and over-centralization."

Unless these problems were solved, "it will be impossible to promote basic education and implement the law on compulsory education," he continued.

Li said that, since the law on compulsory education was passed last April, the State Council had adopted a number of policies and measures to reform the educational system, increase funding and improve the often dreadful teaching conditions in schools.

But while funding was clearly still inadequate, local government was starting to become more enthusiastic about education.

Li warned, however, of the dangers of the "blind pursuit of speed". Different standards and schedules should be applied in various areas when implementing compulsory education.

Geoffrey Parkins

Outstanding staff are to be rewarded

Decline of Gaelic spoils dream of bilingualism

IRISH REPUBLIC

John Walshe looks at a Government report on language teaching

The teaching of Irish by the Republic's schools is in serious decline, says a new Government report.

A quarter of Leaving Certificate students either fail or do not take the subject and the figure could more than double within a decade, it warns.

The study of Irish is compulsory in all the Republic's primary and secondary schools, except for those pupils born abroad.

The education system has been the main vehicle for promoting successive governments' policies on the language. Approaches have changed over the years but the time, resources, and effort given to reviving Irish are all considerable.

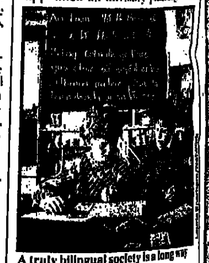
From the 1920s to the 1960s, the general understanding of language policy was that the use of English was to be displaced through the revival of Irish.

This notion was replaced by a bilingual approach, under which the native tongue would be maintained in a society where English would continue to be widely spoken.

A truly bilingual society is a long way off, although about 30 per cent of the population have a moderate to good knowledge and understanding of Irish.

Only about 5 per cent of the population use it as their first language and they mostly live in the Gaeltacht areas mainly on the western seaboard.

Bord na Gaeilge, the State's statutory body for promoting the language, appointed an advisory planning committee to analyse examination results and its report presents a disturbing picture.



A truly bilingual society is a long way off.

Apart from the Leaving Certificate results, the committee also assessed statistics on two other State examinations. It showed that 30 per cent of pupils taking the Intermediate Certificate test – usually at around the age of 15 – either failed or did not take Irish.

The figure for the Group Certificate was even more shocking – around 40 per cent. This test is taken by 14 and 15-year-olds, mainly working-class or lower-ability pupils.

The committee warns that the language could be increasingly regarded by many Irish people as the preserve of an academically-educated middle class.

The advisers list a number of factors contributing to the situation including the expansion of the school curriculum; the emphasis on science and technology; the declining relevance of the language for career purposes; the removal of the necessity to pass Irish in State examinations; and the expansion of higher education opportunities outside the university sector.

Irish is a requirement for the National University of Ireland colleges.

Bord na Gaeilge is seeking an early meeting with the Republic's Education Minister, Mr Paddy Cooney, to discuss the report and the measures the State can take to halt the further decline of Irish.

Family favoured: Joseph Kennedy, son of the assassinated Robert, celebrates his election to the House of Representtives for the Democrats in Massachusetts

Democratic win repays $2.3m union backing

UNITED STATES

Bill Norris reports how the Senate election mainly went the teachers' way

The triumph of the Democratic Party in last week's elections for the United States Senate has delighted America's teachers, especially members of the National Education Association. Just what they will get out of the victory remains to be seen, but having contributed $2.3 million to candidates' campaign funds, the largest teachers' union will expect to be listened to in Congress.

Mr Howard Carroll, the NEA spokesman, said: "We are pleased with the results. We think it is a win for public education and the schoolchildren of America. The electorate has now separated the President's personal popularity from the issues."

The bulk of the union's financial support, to a legal maximum of $10,000 for each candidate, went to the Democrats. Altogether it backed 310 candidates for the House of Representatives, of whom 80 per cent won, and 29 for the Senate. Nineteen of the latter were successful at the polls.

The NEA claims that the decision to support individual candidates was not based on party lines, but on the degree of support given to the cause of education. "It just happens that most of those who see things our way belong to the Democratic Party," said Mr Carroll. The union did support 39 Republicans standing for the House of Representatives and one Republican senator, Mark Andrews of North Dakota.

Ironically, Mr Andrews lost. The man who beat him was supported by the NEA's smaller rival, the American Federation of Teachers, whose 630,000 members donated about $900,000 to the campaign.

The AFT was equally keen on a Democratic victory, saying that it might actually lead to some initiatives in the education field. It endorsed candidates in 25 of the 34 Senate races and, like the NEA, included one Republican, Arlen Specter of Pennsylvania. He won.

The AFT has monitored the voting records of congressmen and senators for the past two years and issued a "report card" on each one of them before the election.

This disclosed that some 10 senators and 74 members of the House of Representatives had "100 per cent" voting records – meaning that they had supported the AFT point of view on every education vote. All but one were Democrats.

On the negative side, four senators and 50 congressmen were given a score of zero. All but one were Republicans.

The Democrats' control of the Senate, and their slightly increased majority in the House of Representatives, will give education lobbyists a stronger hand in their bid to reverse the Reagan Administration's perennial assault on federal education funding.

The extra muscle will be needed in the next two years to defend a number of important programmes due to come up for renewal during the 100th Congress. Among these are the Chapter One scheme, under which some six million disadvantaged children currently receive special education, and the bilingual education programme.

Both are under threat from Mr William Bennett, the Education Secretary, who has already modified the bilingual scheme rules to place greater emphasis on the teaching of English, and is seeking to supplant Chapter One with a voucher system which is being opposed by both teachers' unions.

Though the main focus of last week's election was on Congress, the contest also involved large numbers of state "propositions", under which American voters get the chance to make direct decisions on matters of policy. Many of these will affect education more directly, and certainly more swiftly, than anything that happens on Capitol Hill.

California, for instance, voted overwhelmingly to make English the official language of the state – a move which could have considerable implications for the bilingual education programme in schools which have a high percentage of Spanish-speaking pupils, and could even have an effect on the teaching of foreign languages.

The Los Angeles board of education strongly opposed the measure, known as Proposition 64, calling it "ominous, ambiguous and unnecessary." It passed, anyway.

A second California proposition, which would have required schools to close their doors to any students or teachers carrying the Aids virus, was defeated with the help of strong campaigning by the California Teachers' Association.

Okies corral vocational project plaudits

When state directors of vocational education in the United States were asked recently "Which state has the best vocational system?", the result was a landslide. Fifty-four per cent named Oklahoma.

Without enjoying the same public profile as the University of Oklahoma – whose football team is also habitually number one in the national ratings – the state's vocational technical system, known in local vernacular as Vo-Tech, has just as high a political priority.

When the Okies' state governor, Mr George Nigh, was forced to cut spending because of the crash in oil prices, he hit education less than any other major sector. "We realize that you can't treat education and economic development in isolation. The two go hand in hand and this system is an immense asset to our state," he explained.

He paid further tribute to the system's success earlier this year when he summoned Dr Francis Tuttle, Vo-Tech director for 18 years, back from the golf course on his first day of retirement to make him state secretary for commerce.

Dr Tuttle's role as "father of Vo-Tech" is also recognized in the name of the Francis Tuttle Vo-Tech in Oklahoma City. Looking back at the origins of the system, he says: "In the 1960s, it was realized that if the state wanted to move from dependence on oil and agriculture, we'd have to have a highly trained and skilled workforce."

A change in the state constitution was needed to create the system. "This set up 24 Vo-Tech areas, each of them a tax district so they had the power to raise the money they needed," he recalls.

Today those districts run 42 Vo-Tech schools, most of them purpose-built and lavishly equipped with state-of-the-art machinery and training materials. District taxes raise 60 per cent of the $125 million annual budget, with the rest contributed by the state.

The system is used every year by 230,000 people – more than 1 in 15 of the state's population. Some 70 per cent of adults have been educated beyond high school.

Last year, about 60,000 students in the last two years of high school – equivalent to the sixth form – took up the option of spending two-and-a-half days a week at a Vo-Tech with the other half spent at school. Dr Tuttle reckons this group evenly reflects the cohort's ability range.

Where British TVEI participants take a range of subjects, their counterparts in Oklahoma take two-year courses aimed specifically at employment in a particular industry.

He proudly quotes firms who say that this pre-entry training cuts on-the-job training requirements by half.

Unemployment among former Vo-Tech trainees is 2 per cent, against a state average of 9 per cent. This fact has influenced adults in Oklahoma to stream into the Vo-Tech system. Previously, adults wanting training were likely to be placed in odd vacancies in school classes – now they form two-thirds of Vo-Tech customers.

A range of full-time, part-time and evening courses has developed to meet the demand from both employed people wanting to upgrade skills and the unemployed. In-state fees average about a dollar per hour.

All over the United States, vocational students are using materials originally developed in Oklahoma. Sales of $2 million (£1.38 million) last year make course development self-financing.

Huw Richards

Rival exam for university entrance

NEW ZEALAND

Last year the Gordian knot of sixth-form awards was cut at a stroke by Mr Russell Marshall, New Zealand's Minister of Education. The old university entrance exam was axed and the sixth-form certificate was left as the one link to further education.

But seven boys-only schools have just announced that they are setting up their own rival examination system along the lines of the more academic university entrance paper.

The Minister says he regrets the move and that 98 per cent of schools, and most employers and parents supported the switch to the sixth-form certificate, which is internally assessed.

Mr Peter Allan, the Post Primary Teachers' Association president, says: "The exercise can only be described as a con. Parents should not be fooled into believing this new exam can offer what it cannot."

Mr Stan Duncan, the chairman of the Employers' Federation Training Board, said he could not see any advantage in the exam, or understand why schools wanted it.

In their defence it is clear that the rebel schools want proof of high academic standards. For fee-paying private schools, parents need assurance their money is well spent. For the two state schools in the project (both with ex-All Blacks as principals), academic one-upmanship has been an obsession for years.

The university entrance exam enabled students to return to school to take bursary and scholarship exams.

The certificate, however, allows a greater variety of subjects, has nine pass grades instead of marks, and everyone in the sixth form gets one. With the old exam gone, it should have become the one credential. Instead it has given rise to crisis and controversy.

Temporary validity has been found in linking it to the school certificate examination, externally assessed, in the fifth form. But most teachers want the school certificate to be marked internally as well. The Minister is keen on the idea and looking for ways to bring about his aim of "schools without failure".

The certificate was introduced to encourage a more relaxed year's work and broaden the curriculum without exam pressures.

But some schools have stuck to a limited range of subjects and put heavy work loads on their pupils with constant small tests.

Llyn Richards

Russell Marshall: regrets move

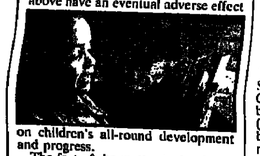
Poor reception

Sir – While it was pleasing to see a fairly generous coverage of the Manchester conference (*TES*, October 31), it was a pity that your headline was inaccurate. The conference was not on "the latest advanced courses for teaching young children", but was on "Education and the four-year-old: a cause for concern".

Although the statutory age for a child to start his school life in an infant school is five, it is nevertheless the scandalous situation that just under a quarter of a million children *under* five are in infant classes (that is, 73 per cent of the four-year-old population). This would not necessarily be of concern if the provision, the resources and the qualifications of all the teachers were such that the needs and capabilities of these young children could be properly catered for. But sadly this is not the case.

As the recent NFER research by Cleave and colleagues shows (Cleave, S *et al* (1982) *And So To School* – NFER, Nelson), most reception classes with four-year-olds in them are severely constrained by too little and unsuitable indoor and outdoor space; resources are geared too much to the 3Rs, and too little to the social and personal needs of the children; there is more group than individual work, and the predominantly teacher-chosen activities are of the more formal, structured type. There are very limited opportunities for genuinely spontaneous play and, perhaps most importantly, very often the teacher may well lack the knowledge and understanding of what a truly enhancing, facilitating environment for under-fives should be.

Your welcome report of the long-term studies on differing pre-school education programmes which are now emerging shows quite clearly how the more "formal" approaches mentioned above have an eventual adverse effect



on children's all-round development and progress.

The fact of the matter is that it has now become an unwritten law that formal schooling in England starts at four – something which every other country in the world must view with incredulity. These unfortunate children should be in a good nursery school or play group, with appropriately qualified teachers.

Now that the general election is on the horizon, we are already hearing the usual mumblings from *all* parties that nursery education is one of their priorities. But bitter experience over the past 30 years has taught us not to believe a word of it. Even though we now have hard evidence of the long-term benefits of a good nursery school-education, one suspects that this will not affect actual policies.

Your report omitted to acknowledge that the conference had been initiated and organized by TACTYC (Tutors of Advanced Courses for Teachers of Young Children).

JENEFER JOSEPH
Chairwoman, TACTYC
30 Bournehall Lane
Bushey
Hertfordshire

Peril of assembly line attitudes to INSET courses

Sir – I write in support of Alan Evans' excellent article (*TES*, Platform, October 31) about some of the dangers facing the new INSET arrangements. Let me begin by declaring an interest as a member of one of the providing institutions of in-service courses and by mentioning one or two benefits of the proposed changes.

DES Circular 6/86 is having positive effects on higher education institutions on both sides of the binary line by encouraging us to pool scarce expertise in areas such as special educational needs and pastoral care and multicultural education.

Some of us probably needed the stimulus of a new framework to develop more school-based and more modular courses for teachers.

Having said that, it would be a seriously retrograde step if all or most teachers suddenly found their chances of personal development constricted to a limited choice of short, 20-day courses on issues selected by the managers of the system.

Teachers I have talked to recently in both the North-East and London are aware of their need to step *back* from the routine of their classrooms and to step *out* of their own school to discuss common problems with fellow professionals.

Do not our present and future heads of department, deputy heads, and headteachers need not just to read about, but have personal knowledge of alternative practices both in this country and in Western Europe?

To take but one example, surely TVEI co-ordinators have something to learn from personal experience of the system of vocational education in West Germany?

How can any of this be done in 20 school-based days?

All members of the education profession (and not just university lecturers) have a recurrent need for prolonged periods of reflection, dialogue and exposure to new ideas.

Staff development is *not* a process like a car assembly line where extras (like management, computer or drug education) are stuck on to the foreheads of teachers as they run past.

If we are seriously interested in improving the quality of learning for all our children, then we shall have to break away from the notion that INSET is nothing more than the educational equivalent of adding mud flaps, metallic paint, or retractable headlights to the basic model.

FRANK COFFIELD
Head of Department
School of Education
University of Durham

Bits and pieces: training in danger of fragmentation

Wants and needs

Sir – It is difficult for higher education institutions to present an unbiased argument for full-time award-bearing INSET provision as they can (quite rightly) be accused of promoting their own self-interests. However, Alan Evans, in the article "The Right to Choose", has done it admirably for us.

The implicit, if not explicit, understanding contained within Circular 6/86 was that there should continue to be a balanced programme of in-service activities. A diet of part-time and/or short courses is not sufficient, valuable though that kind of provision is.

Unless there is adequate provision of longer full-time courses, Eric Hoyle's idea of an "extended professional" teacher able to see his/her day-to-day classroom work in a much wider perspective will remain a pipedream.

If teacher "wants" and "needs" are to be guiding factors in INSET provision, 20 years' contact with teachers in schools has convinced me that teachers do want and need longer full-time courses, which allow them to undertake in-depth reading and inquiry.

As the late Lawrence Stenhouse wrote: "There is no curriculum change without teacher change." That goal is far more attainable during a period of extended study and investigation.

The question of the evaluation of such courses and that of shorter ones, in terms of change within school, is a very complex one, which quite rightly demands the attention of all concerned with INSET.

A TORKINGTON
Woodlands In-Service and Conference Centre
Edge Hill College of Higher Education
Ormskirk
Lancs

Anti-racist study

Sir – Michael Payne's letter (*TES*, October 3), in response to the feature by Shahnaz Akhtar and Ian Stronach ("They call me blacky", *TES*, September 19), suggests the anti-racist movement needs to place far more emphasis on "largely all-white primary and secondary schools".

Throughout this year some infant, primary and secondary teachers from schools in East and West Sussex are meeting to look at anti-racist and multicultural education. We should be pleased to hear from similar groups.

SCILLA FUREY
Education Development Building
University of Sussex

Points of view

Sir – Put two teachers in a room and you have three points of view! One only has to look at page 3 of *The TES* on October 24.

The National Association of Schoolmasters/Union of Women Teachers announces half-day strikes seeking higher rates; the Professional Association of Teachers asks the Secretary of State to impose a settlement; the National Association of Head Teachers is reasonably confident that the Coventry Heads of Agreement can lead to an agreement in Nottingham; the PAT accuses the National Union of Teachers of having done a deal with John Pearman. Of the Secondary Heads Association, nothing – probably again lost in the corridors of power.

Now, keep this disastrous disarray in mind. Ignore Elizabeth House and Downing Street. In Parliament Street, there lives an institution called the Treasury. It is monolithic, monopolistic and powerful but experience has shown that it can be influenced by equally monolithic and monopolistic and powerful forces.

There have been four attempts in this century to form an all-embracing teachers' council giving self-government to the profession. The reasons for failure are well enough documented but the scenario is much changed even since Edward Short's proposals in 1970.

If teachers are not to continue as the sick joke of the public sector and if the maintained sector of education is not to become increasingly infirm, these must have self-government control of selection, training, entry and so on. We must have our own Law Society or General Medical Council, and there can be no other way out of our present impotence in negotiation.

Anybody sympathetic? If so, I would like to hear from you.

JIM COX
Headteacher
North Ossett High School
Gawthorpe Lane
Ossett
West Yorkshire

Word of mouth

Sir – I was very interested in the article "A fair hearing" by Kathleen Cox (*TES*, October 10). Kathleen Cox, who suffers from partial deafness herself, mentions some tactics which help her to understand what people say.

She says: "The speaker should help by looking directly at the listener to allow the non-verbal, as well as the verbal, content of the communication to take place," and "Putting the face in a good light and not covering the mouth with hand or beard." This clearly indicates the help which she derives from lip-reading, although she does not mention the word.

Lip-reading is a very valuable skill for the hard of hearing and it can be taught by specially trained teachers. Unfortunately, not many people know this. Having read Kathleen Cox's article it occurred to me that some of your readers might be interested in taking a training course in the teaching of lip-reading to adults with an acquired hearing loss.

The training courses are validated by the Royal Society of Arts.

Lip-reading teachers usually work part-time in Adult Education Centres or hospitals, and find it a very satisfying and worthwhile job. Information about the training courses available can be obtained from David Beeching, 7b Grosvenor Crescent, St Leonards on Sea, East Sussex TN38 0BX.

Readers who have a hearing loss themselves and would like details of lip-reading classes in their area should write to the Information Officer, The Association of Teachers of Lip-reading to Adults, Mrs Jenny Harris, The Post Office, Slimbridge, Gloucestershire GL2 7BL.

GAIL GRIFFITHS
Vice-Chairman
Association of Teachers of Lipreading to Adults
14 Denbigh Road
London W11

RSA diploma

Sir – Much welcome attention has been given to dyslexia in your journal (*TES*, October 17) concurrently with Dyslexia Month.

May I add a little to the information so usefully promulgated?

The Royal Society of Arts offers to qualified teachers in both states and private schools and colleges a diploma in the teaching of students with specific learning difficulties.

This diploma is now on offer to any institution which can meet the RSA's criteria for staffing and resourcing it.

What is unique about the RSA diploma is that it is "poolable", that is, it has gained recognition by the Department of Education and Science.

It is hoped that the lot of the significant number of children and adults who are disadvantaged because of specific learning difficulties will be eased now that a totally nationally recognized and approved diploma course is available.

V A BOOTH
Chairman
RSA Committee on the Diploma in the Teaching of Students with Specific Learning Difficulties
John Adam Street, London WC2

Source of supply

Sir – I have read with interest recent articles on the subject of supply cover; this is becoming an increasing problem as a result of the Coventry agreement, GCSE and TVEI Related In-Service Training.

Last month in our school we used 11 different supply teachers covering a total of 76½ days' absence for a variety of reasons; we were entitled to use even more but on occasions our list was exhausted and unfortunately the authority was unable to support us.

Here lies the central problem – where are these increasing numbers of supply teachers going to come from?

There are a number of strategies I believe are worth pursuing – nationally or locally, in some cases linked to putting equal opportunities policies into practice.

1 Create a career structure for supply teachers (some authorities already do this).
2 Give a mileage allowance for supply teachers (some i.e.a.s already do this).
3 Allow all qualified teachers access to and financial support for INSET courses, whether contracted or not.
4 Encourage job sharing and flexible cover arrangements (some i.e.a.s already do this).
5 Allow schools to carry forward as "credits" unused supply cover (some i.e.a.s already do this).
6 Use the expertise of those teachers who opted for early retirement from full time employment. (some i.e.a.s already do this).
7 Pay "retainers" to unused supply teachers to retain them in known schools where they will be most effective.

Most strategies have financial implications, but proper supply cover must be worth the price.

P J BEETLESTONE
Headteacher
Stamford High School
Mossley Road
Ashton-under-Lyne
Lancashire

Fair shares

Sir – The task of our education system is to improve the quality of experience and attainment of our people. It is sometimes suggested that this will best be achieved by a kind of commercial competition between schools, the good driving out the bad, the survival of the fittest, with parents exercising their rights as consumers in the market place.

Unlike some, I do not wish to attack the concept of competition. But I do want to suggest that, if we are to help all our children and produce a high quality of experience for them in all our schools, the kind of competition we want is the kind familiar to research scientists. This kind of competition sometimes, indeed usually involves an eagerness to be the first to find the answers to interesting questions of the time and then a free sharing of those discoveries by publication, by visits, by conferences and by the welcoming of people from other laboratories to work with one for a period. This is a better kind of competition, for the first leaves some schools poverty-stricken in thought and in practice, and permits the pupils in them to suffer while others take a somewhat selfish pride in their own success.

What our purpose requires is a co-operative competition and a professional sharing.

TREVOR JAGGAR
Friends House
Euston Road, London NW1

Co-operative competition

Craft bar

Sir – Andrew Breckon's article on CDT, (*TES*, Extra, October 17) may be accurate for parts of Lincolnshire, but at the selective co-ed grammar school my daughter attends, girls are excluded from CDT in their first three years.

IAIN MORRIS
GR5 GSS
RAF Wittering, Cambs

Parental choice

Sir – The article, "Machiavelli suspected at work in county hall" (*TES*, October 24), struck a chord here in Shropshire. Currently, the working party set up by the council is proposing to close an over-subscribed local comprehensive school in Telford while other less popular schools, with empty classrooms, are being kept open.

Ercall Wood School in Wellington, like several other Shropshire schools which are being kept open is a four-form entry school. Each year it has more first preferences within the Telford parental preference system than it can take. In 1986, even after it had been first named for closure, it attracted 146 choices for 120 places.

On parental preferences over the past five years, it would have had 726 pupils, not counting those in the SLD unit and those who are turned away during the course of the year because the school is full. It is successful and popular with parents, but does not share the same kind of political support that other schools can command from local councillors in the Labour Party.

If Shropshire does go ahead with its plans to axe an over-subscribed school, while others in Labour constituencies are kept open although they are severely under-subscribed, then many people here will wait with interest to see how Kenneth Baker responds. We know the arguments of the Audit Commission and the minister about saving money by closing surplus places, but it must matter which schools are closed.

If it comes to an appeal, we shall be asking the Secretary of State to match his comments about keeping popular schools open with positive action.

CYRIL PLANT
Chairman of the PTA committee
Ercall Wood School
Wellington, Shropshire

'Selling' policy

Sir – In the Comment section of your October 17 edition you refer to remarks made by Mr David Hart of the National Association of Head Teachers. He has stressed the necessity for l.e.a.s to "sell" more effectively the reorganization of schools, in terms of both money and consultation.

If Harrow Borough Council had taken the trouble to keep schools fully informed as to its plans for primary education and pursued a genuine process of consultation, then perhaps there would not be the present discontent among parents, teachers and governors in some schools.

It is interesting to note that the statutory period of consultation should begin after the publication of notices outside the schools and in the press. In Harrow, 12 first and middle schools are due to be amalgamated and notices may be published any day now and yet an officer of the council has been heard to state that the period of consultation is already over. It would seem that official consultation was never intended to be genuine if it was a foregone conclusion that amalgamations would go ahead regardless.

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Oh hear this, Professor O'Hear

Sir – Professor Anthony O'Hear is right to be concerned about public policy in education. He could not, however, be more wrong in his attacks on the GCSE which you highlighted in your report (*TES*, October 31) of his address to the philosophy conference at Queen's University, Belfast.

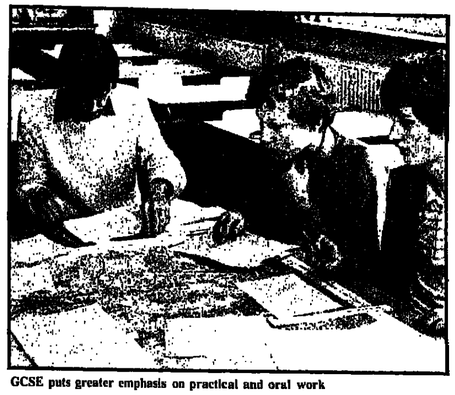
The GCSE, with its commitment to requiring evidence (in a variety of forms) of real understanding of a subject as the basis of the assessment of all children, does not enshrine any kind of "instant studies" approach.

The three key mechanisms of the GCSE, the general, subject and grade criteria, coupled with the shift from negative to positive assessment, are designed to ensure that all pupils who follow the course are given the fullest possible access to understanding the concepts, skills and knowledge of the subject.

As a deputy head responsible for the curriculum in an inner-city community comprehensive, and as the chief examiner for the Northern Examining Association's GCSE syllabus B in English, I am able to see both ends of this process.

Within school, we are concentrating resources on fewer subjects, taught in well-structured core courses that stretch and support all pupils in gaining understanding, practical experience and a sound knowledge of those subjects.

Across the country, in English, we are now requiring that all children are taught to develop their ability in



GCSE puts greater emphasis on practical and oral work

writing and talking to argue and inform as well as to express and create and to respond with understanding and appreciation to literary and non-literary texts.

Left to themselves, within a more pluralistic examination system, many schools simply have not asked their pupils to attempt this full range of development of their language.

Yet we know from long-standing work on GCSE pilot schemes in English that, when these demands are made, children respond and develop.

Those of us committed to teaching in state schools, and to developing the GCSE, share Professor O'Hear's concern to offer our pupils a "humane education" which will help them resist "manipulation by ideology and advertising".

Perhaps, if he knew more of what we actually do, he would be less ready to dismiss the efforts of so many teachers and, indeed, their pupils.

Certainly, the pupils of my school would tell him that a greater emphasis on practical and oral work and assessment by coursework has not only motivated them and increased their achievement, but enhanced their interest in, and understanding of, the subjects they are studying.

Seeing them learning, and hearing them reflect on their own lives and education, may also lead Professor O'Hear to give a more critical analysis to the transmission model of teaching and the monocultural view of history and art which, together, underpin his views.

There are, of course, many fine schools in Bradford which would, I am sure, be pleased to show a local professor that their implementation of the GCSE is far from "flawed and dishonest".

If, however, my brother would prefer to keep the argument in the family, he would be welcome to join in the learning at my school.

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Try TVEI first

Sir – Mike Leach's prediction (*TES*, October 31) that the Technical and Vocational Education Initiative will fail does not lead me to the conclusion that government legislation is the way to ensure its success.

Mr Leach does not explain the structure of his enabling educational framework, but it would presumably avoid the tendency to restrictive practices that we have had to put up with from GCSE.

As one whose Mode 3 GCSE has been rejected, I share his condemnation of the exam boards, but I am led to wonder why many TVEI working groups have spent so much time refining their own GCSE exams rather than modifying teaching styles and objectives. If the exam boards have a grip of the curriculum it is because they have so many votaries among the teachers themselves.

In any case those reactionary exam boards will get their just deserts as more and more teachers opt for Royal Society of Arts and City and Guild type exams that offer what TVEI has been advocating: assessment that responds to the learning process and not vice versa.

Using the aims of TVEI as a checklist of achievement, the scenario is one of nationwide curriculum discussion, widespread assessment revision and, in the fields of technology, problem solving courses that five years ago weren't even imagined.

If all this – happening now – doesn't build up sufficient pressure to effect change then, OK, put a bomb in the system, but at least give it a chance first.

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Leavers' records

Sir – In her account of the recent Joint Matriculation Board annual conference, Sue Surkes could devote only a few lines to records of achievement (*TES*, October 24).

I was a little surprised to find myself quoted as having told the conference that the DES should "trend carefully" around any deadline for the general introduction of records of achievement for all school-leavers.

While there can be no argument for the introduction of records in schools which are unprepared, I did in fact suggest that there are other more immediate ways of meeting the concern of teachers who are not directly involved in pilot schemes for records of achievement.

One way is to ensure that information is made widely available. A purpose of the conference was to inform teachers of the practical experience of pilot schools, which (as the DES notes in the 1984 *Statement of Policy*) will cast light on how best to introduce records of achievement.

Another, as Sue Surkes' report indicates briefly, is to encourage schools which are showing interest in introducing records to use this experience in developing their own approaches in a systematic way.

The work of the schools in the northern pilot schemes is already proving to be of interest and value to others.

Information on the development programme of the Northern Partnership for Records of Achievement can be obtained from the Secretary to any of the Boards of the Northern Examining Association.

A M SPENCER
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Joint Matriculation Board
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Curriculum-led

Sir – It has become an accepted fact of life amongst those involved in the Technical and Vocational Education Initiative that there has yet to appear an article in the national press, or programme on television, about TVEI that is completely correct.

In view of this it is disturbing, though not entirely surprising, to see *The TES* continuing the trend. I refer to Jeremy Sutcliffe's article (October 10), in which he categorized TVEI alongside BTEC as a vocational qualification.

To put the record straight, TVEI is not a qualification at all, but a curriculum development project that, among other things, aims to increase pupils' level of achievement and also develop personal skills such as problem solving, enterprise and initiative.

The difference between TVEI and non-TVEI courses lies not with the certificate itself, which is still mainly GCSE at 16-plus, but with the more relevant and practical content of the courses, the way in which the courses are taught and the supportive activities such as curriculum-led work experience, residentials and profiling.

I F WILSON
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Not with a bang

Sir – Your Lingo contributor Sue Lloyd (*TES*, October 31) asks who coined the expression "Big Bang".

The recent financial Big Bang is at least the third to be so designated. In the 1950s there were two other notable Big Bangs: one was the theory in cosmology that the universe originated as the result of a cataclysmic explosion, and the other was just the opposite, as the term for a nuclear explosion which could destroy the world.

With the first of these still a theory, and the second mercifully yet unrealized, the financial Big Bang is thus the only one to have patently materialized (given – an initial accompanying whimper).

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Maths aid

Sir – I am puzzled by your reviewer's comments on my extra maths programmes (*TES*, October 3).

It is self-evident that using this medium of books and tapes one cannot possibly, as the instructor, "listen and probe . . . and monitor progress".

The fact is that the programmes are how helping many youngsters throughout the country to do mathematics and to enjoy and have more confidence in their own ability in the subject.

More rational, reasonable and constructive comments on your pages might help and encourage others to learn and enjoying their maths also.

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FILM SOCIETY

The last picture show?

Peter Richards

Now that the cinema is fast becoming a respectable and popular subject for academic study, it does seem a pity that so many problems stand in the way of making a place for it on the school curriculum.

Equipment can be found, knowledge can be gained, strategies can be worked out – but the insurmountable problem is time.

Books can be read bit by bit in the student's own time, but how does the teacher arrange the showing of a feature film? One can hardly take 90, 120 minutes or longer out of a school day for this purpose.

Then again, how does one pay for the hire of feature films from 16mm distributors? And how does one recreate the atmosphere of cinema-going? Movies were not meant for the classroom any more than for the TV screen.

The answer to all these problems is straightforward – the formation of an after-hours film society. The essentially popular nature of the cinema makes the formation of such a society one of the most attractive extra-curricular activities for students.

Many social and organizational skills are required for the day-to-day running of meetings, for film-booking, for the setting-up, promotion and recording of events. Many societies also publish small magazines or pamphlets of criticism and comment – a task which involves both English and media studies directly.

The film society movement in Britain is a proud and long-established one. It is a little more than 60 years since the first film society was formed in London. Its founder-members included H G Wells and George Bernard Shaw.

The movement swiftly grew, and played a key role in establishing the importance of the cinema as an international art form. It was chiefly through the film societies that British audiences first got to see the cinematic wealth of other nations, at a time when films from, say, Eastern Europe or the Third World were known only to a handful of lucky travellers.

Today, there are several hundred film societies in Britain alone, almost all belonging to the British Federation of Film Societies. This, in turn, links them to the International Federation of Film Societies, which represents thousands more throughout the world.

A school film society can involve many departments. Modern language teachers may be helped by films which not only demonstrate the usage of living languages, but convey the subtle feel of another country's customs and lifestyles.

For the modern studies teacher, film presents a fine opportunity to consider contemporary issues. Many films tackle questions of immediate political, social and ecological relevance. Properly supported with classroom activity, these can be a useful stimulus to a wide range of studies.

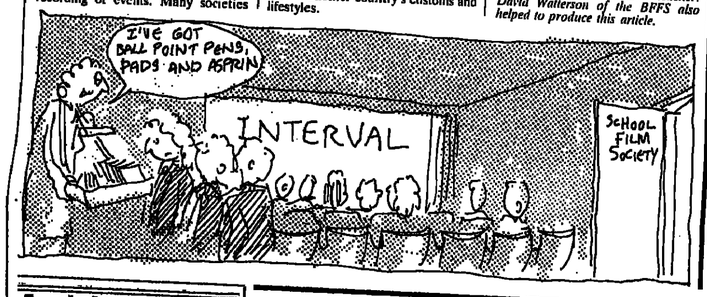
Forming a film society can introduce both students and teachers to a vast network of enthusiasts and a wide range of local and national events. Film society groups visit festivals, attend previews, support residential study weekends and even occasionally make contact with their opposite numbers in other lands.

It is easy to assimilate the practical details. A free information pack and advice is available from the British Federation of Film Societies, 81 Dean Street, London W1V 6AA (telephone 01-437 4355, ext 341–345).

It's true that any out-of-hours activity has to be carefully considered in advance, but it's also true that a film society solves more problems than it creates. Quite apart from its own intrinsic satisfaction, it is an invaluable resource for the media studies teacher.

It finances itself as members pay a subscription, and affords no timetabling problems. Above all, it allows the re-creation of the cinema-going experience – something far too many young people can no longer do.

Peter Richards is a member of the executive committee of the British Federation of Film Societies and a teacher. David Watterson of the BFFS also helped to produce this article.



YOUTH CLUBS

Competing with brighter lights

Richard Woodall

Has the time come for the Government to allow local authorities to provide paid leadership for under-14s in youth clubs?

It would at least face the facts. I have been a member of the advisory committee of our local authority youth club for the past 21 years, first as a headteacher, then as a community council member.

Attendances in the past two years have fallen sharply and the club now faces a membership crisis.

Probably illegally, the local authority has connived at the use of its buildings, heating and lighting for a junior youth club just one night a week. No one can be paid for running it, because it is not recognized under the Education Act. The numbers are too large for the volunteer leaders and there is a crowd waiting to join.

The club clearly meets a need. The 10 to 13-year-olds who go argue: "There's nothing for us".

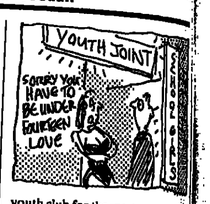
No one can fault the youth tutor and his staff who have steadily widened their programme to include video games as well as physical activities, discos and motor-cycle training.

However, while eight years ago a big "do" in the youth club would attract up to 200, today really sophisticated events are hard put to pull in 80, and there is no waiting list.

The pattern seems to be much the same in all the suburbs in my area. When I visit the city in the evenings I see the answer. One street is almost like the golden mile: dance clubs, discos, amusement arcades, and flashing lights. It is obvious some of the youngsters parading the streets have been able to buy alcohol, the one thing which is proscribed in local authority youth clubs.

I have spoken to some of the teenagers who use what money they have to patronize these places. "You meet people you haven't seen all day," "You can have a flutter", "It's nothing to do with school," "You can get a drink," are the sort of replies I received.

Another group has deserted the



youth club for the sports centres which clearly offer much more than the limited use of a sports hall and gymnasium available to the club.

The proliferation of amusement arcades is a matter for central government and the local authorities. The fact is they attract many teenagers who don't spend their evenings studying because they are not academically minded.

When our youth club was put up in the early 1970s, with all the decorations and fancy lighting judged to be essential, the sports centre was not even at the drawing board stage.

Undoubtedly some youngsters choose to go where alcohol is available. Under-age drinking exists, despite the vigilance of police.

Although I am revolted by what I see in town, I realize no local authority funded youth club can compete with "the golden mile". Should we convert local authority youth clubs into pale imitations of the commercial enterprises in towns, or should we greatly increase what can be done for the younger age groups?

My feeling is that paid leaders could be partly employed serving younger children.

Changing social patterns have to be taken into account. It is no good assuming that a structure adequate for 1944 or 1946 is adequate for 1987. A youth service has to provide for those who need it. In my area they are the under-14s and the law should be changed to cater for them.

COMMON ENTRANCE

Bane of whose life?

David Pope

Readers of Virginia Makins' article (TES, October 3) on recent proposals for 13-plus transfer in the independent sector could be excused for thinking that here was a predictable skirmish between liberals and reactionaries on an issue of parochial concern.

Those subscribing to the "alternative view" – not a Home Counties mafia, but a group of 160 prep school heads scattered between Perth and Devon, North Yorkshire and South Wales – feared that momentous issues were being decided in summary fashion. With an increasing number of public school heads, they see dangers in applying a simplistic solution to a complex problem.

Had Mr Buckeridges's publisher entertained the idea, Jennings and Darbishire would, in the 1950s, have left prep school after an uncomplicated final year. Within a single class, pupils would have worked together for five years at a common set of subjects and proceeded, by way of a single Common Entrance examination, to the junior forms of public schools.

There, with few exceptions, standards were roughly uniform, and the curriculum, allowing for additions and consolidation, followed from what had gone before.

In 1986, Jennings' son studies with friends who have come late to the independent sector, friends who have changed schools five times with father's job, and girls who may leave at 11, 12 or 13. They proceed, still by Common Entrance, to senior schools with widely differing expectations.

Add to these variables that of ability; multiply by the number of subjects and the number of "feeder" prep schools; adjust further for scholarship classes and the claims of new disciplines; and a picture emerges of the mountainous complexities facing senior schools with each 13-plus intake.

Not surprisingly, some departments will elect to forge ahead regardless, in which case Jennings may find himself stranded. Others will return to square one with all but a few scholars, in which case he will find himself bored.

All independent schools are acutely aware of the continuity problem. We owe it to parents and children to provide a steady continuum of teaching from eight to 18 without lacunae or vast overlaps at transfer.

An all-embracing solution is needed, of which Common Entrance must be part. For pupils, it must be swift and painless; for senior schools, predictive and positively informative about children of all abilities. For prep schools, it must test mastery of a syllabus that is actually worth teaching, and encourage ways of teaching it that honour our reasons for including the subject in the curriculum.

In opposing the reforms suggested by the working party under Mr Jan Beer's chairmanship, we do not claim that the present Common Entrance fully or even nearly meets these criteria – only that it provides the framework within which progress should be sought.

In our view, the proposed replacement would not solve the problem and could not be made to do so. It carries grave dangers of academic reductionism and of increased chaos at 13-plus, for which reasons a number of Headmasters' Conference members would assuredly devise their own individual alternatives.

The working party reminds us that we do not need to "keep a hold of worse lest a better" for many is near certainty while the rush towards rapid reform recalls another Belloc maxim: "Oh, let us never, never doubt What nobody is sure about."

It is hard to see what benefit the new proposals will bring to Mr Jennings' younger son in five years' time. Instead of the three or four days of written papers which, at present, together with the French oral, are the "bane" of his big brother's life (an epithet hard to substantiate), he will face two compulsory and three optional papers preceded by an effective examining period of two years during which teaching will periodically be disrupted by graded tests and the writing of profiles.

Research suggests that graded tests function best as interim spurs to attainment over limited fields rather than as material for external assessment over cumulative ones. Good profile writing requires training and objectivity, without which (as the history of the French oral shows) confidence between junior and senior schools grows but slowly.

In mid-March, when he sits the exam, Jennings minor will be tired, ready for a spring holiday, and possibly suffering from a virus. As he is recovering from all this, he is to be whisked off – from Haywards Heath, holidays or the high jump – to be interviewed, perhaps several times. Intellectual growth between March and September, which could be considerable, is effectively discounted.

More seriously, there is no guarantee that the proposals would revivify the classroom teaching of established subjects, or encourage practical ones, in the ways suggested.

The youngest Jennings might benefit from a broadened curriculum, but many of his friends elsewhere – especially in day schools where time is much more limited – might find attention increasingly centred on the common core of English and maths. The optional written papers would be dealt with adequately, and plausible profiles written to cover the rest of the curriculum.

As a result, senior schools would face an even worse 13-plus muddle in those subjects than now. In areas of central importance such as science, history and French, pressure to discount this tangle of diverse experience and start again from scratch might be irresistable.

Many HMC schools will rightly lose faith in the Common Entrance procedure if it ceases to leave them the room to set their own requirements, apply their own emphases, and make their own exceptions.

Present arrangements permit them to examine across a large part of the curriculum they think desirable, and to sanction particular reductions of it. Under the new proposals, they would have full assessment over five subjects, only two of them common to all candidates.

Those who found this an inadequate guarantee of the child's readiness for the senior school would have to make certain "optional" written papers mandatory.

To fear declining standards is not to gauge those standards by exam performance or to decry GCSE. A well-designed, well-set exam is a guarantor of curricular breadth and a stimulus to good teaching. The new proposals devalue the later years of prep school life. The core of the exam resembles less imaginative 11-plus procedures, whereas we keep pupils until 13-plus.

By then, most have completed the transition to subject-based study. We have the specialist staff, and pupils the intellectual maturity, to make a valuable start on the structured study of some important disciplines which the transfer report effectively relegates to the periphery.

In his last two prep school years, the child needs more than "exposure" to a variety of subjects. For some time he has been ready for, and demanding, recognizable disciplines of inquiry and criteria of achievement in those subjects. He must not be left: "Wandering between two worlds, one dead: The other powerless to be born."

David Pope has taught in Quaker and maintained schools and is currently head of French at Winchester House School, Northants.

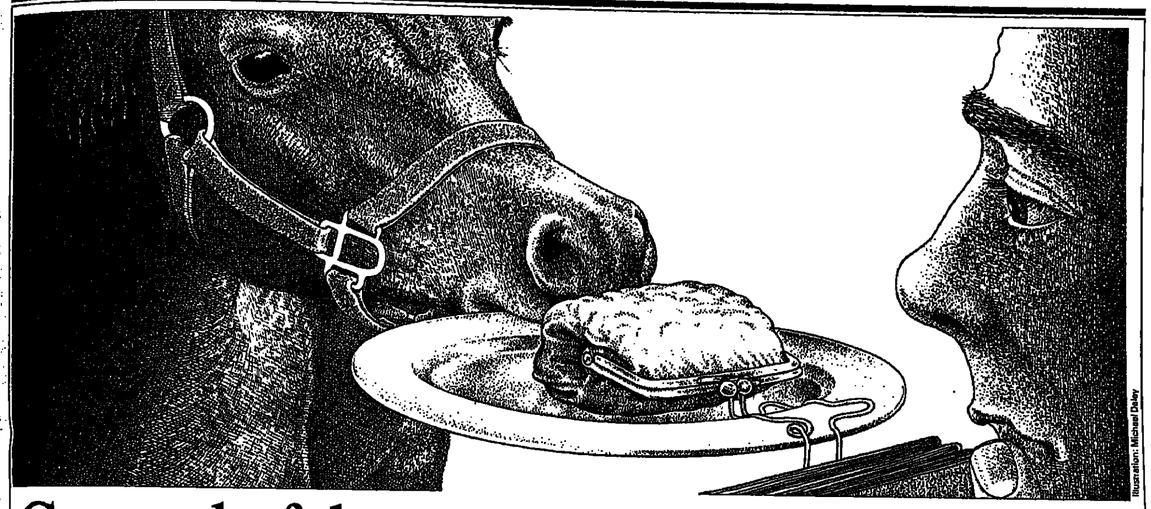
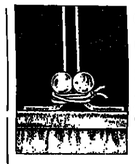


Illustration: Michael Daley

Control of the purse strings



Gift horse or extra burden? Cambridgeshire is giving secondary school heads and governors control of most of their school budgets. Hilary Tagg reports on their reactions.

Seven Cambridgeshire secondary schools have now had four years' experience of the kind of financial autonomy that Kenneth Baker, the Secretary of State for Education and Science, seems to want to give all heads and governors.

Next year, Cambridgeshire will extend its local financial management plan to all its 46 secondary schools, and start a pilot scheme in primary schools. Its aim is "to improve the quality and relevance of the educational service delivered in schools by delegating decision making about resource allocations to heads and governors".

Before the scheme was introduced, heads had control of about five per cent of their total school budget – the capitation allowance. The scheme gives them responsibility for 75 per cent, with the local authority keeping 25 per cent to cover costs such as grounds maintenance, transport, insurance and school meals.

The seven volunteer schools in the pilot scheme saved an average of two per cent of their expenditure, most commonly by economizing on electricity, fuel and staffing. They spent the money they saved on books and equipment. But David Hill, the project leader, says that the savings on staffing were mainly due to the teachers' action, when striking teachers were not paid: similar savings would be unlikely in the future.

Although LFM has been generally hailed a success, even its keenest enthusiasts have some reservations. Colin Greenhalgh is head of Hills Road sixth form college, which will be joining the scheme next year. "I like the idea in general and appreciate the fact that the chief education officer is giving schools more opportunity to control their destiny," he said. "But the package doesn't seem to recognize the extra work load involved. We will be given no extra money to implement the scheme. What are staff going to surrender?"

These concerns are shared by Richard Davies, the NUT County Secretary, who said there is a danger the scheme will change the role of headteachers from educationists and leaders of staff into financial managers, for which they haven't been trained. He claimed that about £130,000 had been spent on the central administrative costs, but no money had been given to schools to help run it properly.

David Hill, said the figure was nearer £80,000, adding that if all went well he should be out of a job in two years, reducing the sum further.

However his main concern was over staffing levels. Although they haven't fallen in LFM schools, "laundering has gone on" he said. He claimed that there were insufficient safeguards to prevent heads from dropping a scale point to save money. A document on the scheme produced by Cambridgeshire NUT says that "LFM can be the perfect camouflage for cuts".

The largest proportion of a school's budget goes on staffing. "A small shift of two per cent could mean £30,000 to £40,000," Mr Davies said. "LFM may force schools to take less experienced less expensive staff, and result in the under-use of supply teachers."

At Comberton village college, where the pilot scheme has completed its fourth year, John Slater, the acting warden, dismissed these fears. He pointed out that cuts in staffing would damage the reputation of the school. "No head is going to allow that to happen," he said. In his school LFM meant he was able to afford an extra half teacher last year, and two extra ancillary staff this year. The school had also bought a minibus for £9,000 and replaced its switchboard for £6,000.

Robert James, a governor at Comberton village college, is one of the county councillors who first proposed the radical changes. He believes that there is a misconception about the amount of work LFM involves. "Heads needn't actually do anything. They can rest on historical budgets if they wish."

Nevertheless, according to Maureen Armstrong, the school's financial secretary, even if heads opt out, secretaries cannot. "LFM work comes in chunks. Its not evenly spaced and produces an enormous work load at certain times of the year," she said. She has been given no salary increase to meet the extra hours of work.

Secretaries and bursars, as well as heads and other staff involved with the scheme, are also dissatisfied with the amount of training provided. Cambridgeshire recognizes this deficiency and has organized three training days for all schools taking part. There is also a team of consultants appointed to assist schools with problems.

Tom Hinds, second deputy chief education officer, who has been involved from the start, said LFM "is at a very early stage and is very primitive". As regards training, he said: "It implies you know what you want people to do. In LFM we don't. It is continuously developing."

However, he was confident that the scheme should go ahead. "The local authority is not in the business of telling people what to do. We want schools to make their own decisions." He added: "The F is dropping out of LFM. The scheme acts as a magnifying glass revealing problem areas. For example, it has highlighted the fact that there are not enough secretaries".

One school in which this has not been a problem in Hinchingbrooke in Huntingdon. A privately endowed school, it is the richest and biggest (1,700 pupils) of those who took part in the pilot.

Peter Downes, the head, was attracted to the job because of LFM. "I have always believed that certain decisions are made more effectively if they are taken by the institution directly affected," he said.

Mr Downes agreed that the bursar had extra work as a result of LFM, but added that as far as his own job was concerned, "talking about it took up much more time than running it". It did not interfere with his other commitments, as some of his staff had feared. "It's very creative," he said. "To be able to do something positive for your own institution is a very good motivator." At his own request Peter Downes has now added school meals to his responsibilities.

"So far the signs are promising," he said. "Now we know much more about what it costs to run a school. LFM gives us the ability to respond to local needs in an individual way." At Hinchingbrooke, LFM is seen not so much as "free enterprise education" as, "worker participation in education".

This view is not shared by Tom Eatough, the head of Parkside community college, a city comprehensive of some 600 pupils, who spent many years in industry before moving into education. "The whole thing seems to be part of a move towards managerialism," he said.

His school will be operating LFM next year, even though he is not enthusiastic about the scheme. "The emphasis must be on people," he said. "If LFM is going to reduce time spent on the curriculum, teaching and staff, then it will be a great loss."

In his view, schools are already stretched with other initiatives. "I see myself as an educationist who clearly must learn management skills. But LFM is making us into managing directors of units which have to produce education."

Tom Eatough also complained about the "lamentably low" levels of ancillary staff. "We are being made to run like industries although our resources are laughable in comparison." His own clerical assistant, who works 20 hours a week, takes home £193 a month and will receive no increase for the extra hours needed for LFM administration.

While he agreed that schools would become more independent as a result of LFM, Tom Eatough was worried that it would also bring an unhealthy increase in competition between schools. Since reorganization in 1981, parents have had a greater choice of schools. This competitive element "may have consequences which haven't been fully thought through".

But Terry Turner, head of Cottenham village college, which also joins LFM next year, believes that competition between schools is no bad thing. The college has 800 pupils and a budget of about £750,000. He is looking forward to more flexibility in the management of his school. His only anxiety is whether the authority will get the budget right.

He echoed Colin Greenhalgh at Hills Road, who stressed that the authority "must establish meaningful base lines for all areas of expenditure," so that the correct amount of money is allocated to enable schools to budget efficiently. All heads agreed that if the "formula budgeting" – setting budgets by the number of pupils in the schools rather than by custom and practice – proposed by the l.e.a. is introduced, it must be worked out with extreme care, taking into account the different needs of each school.

Jean Scott, the administrative assistant at Cottenham, confirmed that there had been a tremendous amount of paper work. As a result the head and governors of the school decided to buy an additional 25 hours of secretarial time a week – to be paid for by LFM savings.

Like most heads in Cambridgeshire, Terry Turner and his deputy, John Auckland, were disappointed that the county council had not given all schools the same computers and programs. Oliver Gaggs, another head in the pilot scheme joined their criticism. A standardised computer system to handle the administration of LFM "would have produced more confidence and been better value for money," he said. Its absence, heads agree "could cause problems in the long run".

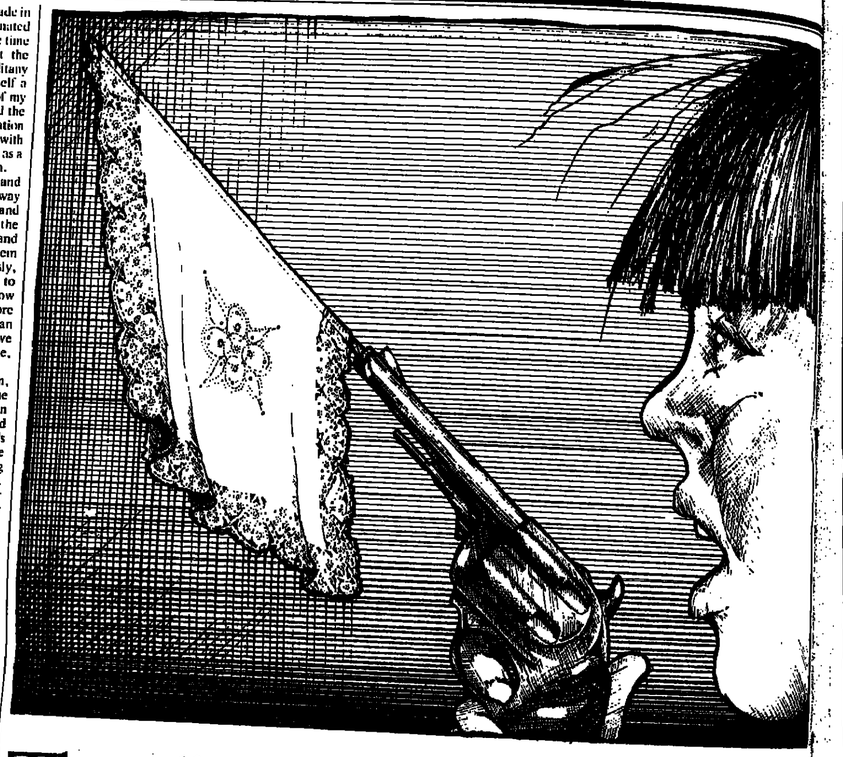
John Auckland, who is on Cottenham's LFM committee, admits that he is apprehensive about the goodwill and co-operation of the staff, who he believes are already overloaded. "The Government completely lost the goodwill of teachers last year. It will take many years to get it back."

It is generally agreed that staff participation is an important part of implementing LFM. According to heads, emphasis should be put on the dissemination of information, and greater communication between heads, governors and teachers. The NUT also wants teachers to be consulted before any virement of funds is made, and union representatives at all LFM meetings.

Ray Manning, a governor at Cottenham village college, summarized the situation when he said that unless the right people with the right motivation and expertise are involved, LFM won't work very well. However, with good management skills, "Kids will benefit. Savings in heating, for example, will provide more books and better facilities. Education for children must always come first."

Tom Hinds agreed that LFM demands a high degree of managerial skill. But despite the fears expressed in Cambridgeshire, the majority of heads and governors, as well as Richard Davis of the NUT, believe it encompasses "a sound principle".

No one involved with the scheme denies there are problems, and suggestions for improvements are made all the time. Some heads would like to have an even larger percentage of the budget under their control, whereas the NUT would prefer staffing to be dealt with centrally. Tom Hinds, who is as aware of the problems as anyone, remains very positive about LFM. He adds: "We've got out of the harbour, but we're not clear of the reef yet."



The plight of the token male

David Watts finds female chauvinism rampant in early childhood education

As one who has spent the past decade in the almost totally female-dominated field of early childhood, I feel the time has come to speak out against the one-sided and increasingly barren feminist litany on sexism in education. I considered myself a feminist from the late 1950s, before most of my peers had even heard of the word. Yet I find the current feminist rhetoric on women in education shallow, tiresome, and wildly out of touch with the reality that I encountered as a male, both as a child and as a teacher, in the school system.

Sexism in early childhood education is alive and rampant. But it is most decidedly a two-way street, often directed against male children and their interests (which it throttles), against the early education system (which it trivializes), and ultimately against the women who run the system (by ensuring that they will not be taken seriously, because no self-respecting male would choose to work in the narrow terms in which it is now constituted). Sexism in early education is more than a matter of "women and children"; it is an affront to our common humanity and to how we can enrich each other as male and female, children and adults.

When a child comes into a typical kindergarten, nursery or infant class, what will she or he experience? Probably, a room which is orderly, in which there is a place for everything and everything in its place. Even the notice boards will have carefully marked borders and large explicit figures. The pictures, colour and lighting of the room will be gentle, muted and subdued. Pictures or murals will be pastoral: of plants or domestic "cuddly" animals, smiling children, or families in familiar situations.

The activity centres will always include a book corner, a "Wendy house", a painting area, sand, water and manipulables, along with table games for numbers, colours and shapes. There may also be a "physical" area with mats and slide, a music corner, and possibly a work bench and tools. These are apt to be set out for a short time and then withdrawn (allegedly because most teachers are unwilling to leave them out unsupervised, more likely because of the noise they produce). *The floor plan is generally laid out so that no areas, nooks, corners or hideaway spaces cannot readily be seen into.*

The programme fits the protective environment. Stories and poems will be mostly in familiar settings: families like the child's own (with the token non-whites for multiculturalism); children who have bad days and birthdays, and sometimes other surprises; or animals who dress and talk like people. If fairy tales are presented, they will be the "tame" ones; even the first two little pigs, since the 1950s, escape the wolf by running to shelter with their brick-building brother. The songs and games will likewise be tame and predictable, with a premium on smallness and "cutesiness", like "I'm a little teapot", "Eensy-weensy spider", "Little sandy-boys" and "Miss Polly had a dolly".

Now what we have just described is the safe and secure, sterile and stultifying, bland and boring environment inhabited by many young children at the very time when their minds are most flexible, their senses most acute, and the imaginations most unfettered. What is conspicuously absent is the element of adventure, challenge of limits, exploration and risk-taking for children of both sexes.

Near the end of her life, anthropologist Margaret Mead decried the disappearance of the frontier as depriving the male of the species of an outlet for his "exploratory instinct". Risk-taking may or may not be a more inherently male than female activity, and I do not intend to join that argument here. What I think *will* pass undisputed is that a majority of those persons (almost exclusively women) who opt to enter early childhood education will rank much higher on a scale of nurturing and domesticity than on one of adventurism and inquisitiveness in their interests and orientation. This attitude is reinforced by feminists who seek to re-direct their ambitious sisters away from "traditionally female" occupations.

The result is to entrench the stereotype of early education as "female" in the child's view and, for many young boys and girls, "boring" and hardly "where the action is". At the teacher recruitment level, it induces a similar view, and the legendary "Mickey Mouse", cut-and-paste teachers' college courses are deterrents that few males would endure in order to qualify.

The existence of separate departments of Early Childhood Education within the teacher training system contributes to the sexist imbalance. Originally these were necessary to ensure an integrated child-centred basis for curriculum in the early years, as opposed to the "content-centred" approach deriving from specialists in the various subject disciplines.

Unfortunately, the very success of this consciousness-raising group has often made it resistant to further innovation. Males (and females) who may intuitively have a child-centred orientation but advocate a more intellectually venturesome approach are likely to be stigmatized as "out of touch with early education philosophy", or "lacking in experience in the real needs of young children". Even after four years special training and ten years experience, I still encounter this attitude from some early childhood "experts". I have no doubt that such a censorious approach is much more daunting to newcomers or would-be candidates.

If a male does endure the screening and training for early childhood education and ultimately finds himself in a nursery, kindergarten or infant setting, he must be prepared for a number of female sexist stereotypes. These attitudes are often equally inimical to women, but those who wield them do not seem to realize that. For instance, the man who was warned against being too intellectual with young children during his training and practice teaching will, if he proves a successful innovator once in the field, encounter comments like "With your brains or talent, what are you doing in early childhood education?" This recalls a corresponding stereotype of the woman working in an all-male occupation: "With your body, what are you working in a place like this for?" Or "Don't you *want* to have a family?"

Since sexist stereotypes are unlikely to be recognized as such unless one has actually "been there", I have set out (see below) some female clichés alongside of the corresponding male ones. Each of these I have encountered at some time or other in my 10 years in the no-man's-land of early education.

Now before some of my colleagues start to react defensively, let us try to view the situation with a measure of realism and humour. Stereotypes exist because they reflect a measure of truth; we can no more do without them than we could abolish descriptive adjectives such as tall/short, young/old, silly/serious from our language. The problem arises when we start to use them as a put-down that closes off possibilities or opportunities for relating.

Our approach to dealing with sexist stereotypes in early education is therefore not to be found in some new militancy, or in seeking to formulate new non-sexist stereotypes that become as confining and caricaturish as the ones they purport to replace. Rather it must lie in a continuing curiosity that refuses to be content with categorical formulations, that continues to "play" with language and ideas, and looks beyond them. We must learn to value each other in our differences, whether those differences appear to reflect group characteristics or appear to be purely idiosyncratic.

To redress sexism in early education we must first work for a more balanced representation among the adults who work with young children. This means there should be males (in the plural, please; it's pretty lonely being a token) on the teaching staff of every primary, infant and nursery school. Where there is a limited male presence in a school already, an effort must be made to share him with all ages and both sexes (not just boys' PE, please) around the school. To this end we must also increase the number of team-work situations in early education, including greater use of paraprofessionals, invited visitors and parent volunteers. This will bring many benefits besides the male-female balance.

Next, we must work for a closer integration of theory, research and teaching practice. Some of the most significant findings in child development this century have come from parents and teachers like Jean Piaget, Susan Isaacs and Melanie Klein, observing and interacting with their own children on a day-by-day basis. Would-be academics in child development should be required to work at least half-time in the classroom throughout the duration of their research. This would recognize the innate competence and advantaged position of the early childhood teacher as a contributor to educational research. And it would serve as an incentive to attract into early education men and women interested in pioneering and innovating persons who will regard teaching as an avenue for exploration rather than as an occupational [illegible]

Stereotypes of the female

1 "Nice to have a woman on the board (to type minutes, make coffee, etc.)"
2 "You hire a female administrator and if she's married, she gets pregnant!"
3 "If we take on a woman in the shop, we'll need to install another toilet – for her own protection."
4 "A woman suffloir? I think every film should have one."
5 "I hear we're getting a woman boss: is she good-looking/well-built?"
6 "Women are too emotional to function at high levels of decision-making."
7 "You give her an objective problem, and she wants to personalize it."
8 "I don't think she's tough enough to take the heat."
9 "If she is a good boss, she must have a strong masculine streak. Isn't she a bitch?"

Stereotypes of the male

1 "Nice to have a man around the nursery (to lift heavy boxes, put up shelves)."
2 "You take on a man in early ed., and if he's ambitious, he gets promoted and moves on."
3 "A male nursery teacher needs a female assistant to help with toileting the girls."
4 "Every school should have a male for a father figure."
5 (I don't know what they say, but I do know they'd rather flirt than treat me as an equal.)
6 "Men are too abstract to understand intuitively the needs/minds of small children."
7 "Most men are pretty impractical when faced with children's nappies, hernias, etc."
8 "I think he's too tough to work with young kids."
9 "If he's good in a caring role, he must have an over-developed feminine side (He's a wimp)."

Photographs: Chris Kelly/Network

More can be demanded of pupils when they don't feel pushed around.

Rise and shine

Jeremy Sutcliffe investigates the remarkable turnaround of a tough, inner-city school which puts the emphasis on relationships

Something remarkable appears to be happening at Carlton-Bolling School in Bradford. For a tough, inner-city school, with more than half its pupils Asian, and in an area where unemployment and deprivation are rife, it has confounded all expectations. Academic results have risen; discipline has improved; and attendance at parents' evenings has doubled; all in four years.

Those are only the changes on the outside, the sort that impress the traditionalists. The internal revolution, which began when the head, Mervyn Flecknoe, arrived four years ago, goes far deeper. The number of teaching periods has been halved, every pupil has a weekly tutorial session, and keeps the same tutor for three years, most teachers teach in their own rooms, virtually half the staff are women, and women are getting promotion.

Even more remarkable is the way access to learning has been thrown open to the community. Adults are sitting alongside sixth-formers, taking art and typing courses and this autumn the school packed its first adult student off to university.

These changes came at the end of a decade of upheaval. Carlton-Bolling was formed by the amalgamation of two former single-sex grammar schools, in a new building with a commanding view over Bradford city centre. The comprehensive reorganization accelerated the change from predominantly white schools to a multiracial school. Six out of ten pupils are now Asian.

The school's biggest challenges are set by its multiracial mix, and two other factors, poverty and unemployment. Of its 1,400 pupils, more than 800 are receiving free school meals. Unemployment in Bradford is running at 15.3 per cent, but is much higher in the community served by the school. One in four white children who leave Carlton-Bolling at 16 go into a job, compared with one in eight black children.

Not surprisingly, equal opportunities for black and white alike, and for academic and non-academic, figure large in the school's policy. The school handbook sets out a firm policy on racism. It includes a ban on books which give an unfavourable view of racial groups and encourages racial tolerance. Although jewellery is banned, the Kara and Tawiz, important traditions in many Asian communities, are encouraged, and girls are allowed to wear trousers.

Since 1982, A level successes have increased *from 50 to 60 per cent.* Nearly two A levels are *passed on average* by each A level candidate. The sixth form has a healthy 220 students, representing a stay-on rate far higher than before. It is too early to say whether this year's O level and CSE results show any significant improvement, but they *are* up on previous years.

"That is only one outcome. It is far more significant that children leave here having enjoyed learning, and if they get into a job or a career path which is the right one for them, that is more important than exam results," Mervyn Flecknoe said. "Most employers take students on the school's estimate anyway before the exam results come out. I regard them as a waste of public money."

For a head to be so dismissive of what so many regard as all important, those other "outcomes" deserve attention.

In 1982, the school's day was dominated by the sound of the bell and was run with military precision. It was not unusual for one class to be taught during the week by 17 teachers. So in 1983, a curriculum survey, which involved observing one lesson of each member of staff over a three-week period, was organized.

The results indicated each lesson change occupied 9.6 minutes between work ending in one lesson and beginning in the next. There were six periods a day each lasting 50 minutes. By cutting out the three lesson changes which did not coincide with break or lunchtime, nearly 30 minutes were saved, reducing the opportunity for crowded corridors, visits to lockers, treading on people's toes and the raising of hackles and blood pressure.

A move to a three-lesson day enabled break and morning assembly to be extended by five minutes each, and the end of the teaching day was moved from 3.20pm to 3pm, leaving the learning time of four-and-a-half hours unaltered. Lessons could be planned which required longer periods, staff could plan three good, varied lessons a day and spend less time calling for order.

The change brought other benefits. Junior staff could now work exclusively in the room where their tutor group registered. Less movement meant better organization and control of resources.

The next step was to try to reduce the number of teachers teaching each student. Third year geography, history and RE were grouped into humanities; physics, chemistry and biology into science; and so on. In the fourth and fifth years, bending was replaced by a basic six subject core curriculum. By allowing more time per subject it became possible to introduce more active learning. Higher attaining students could study more than six subjects by tackling two related subjects in the time allowed for one. Students were more often taught with other members of their own tutor group.

All these changes made better relationships possible and increased ties of loyalty between staff and students. "It is very difficult to deny a relationship. Once it has been formed it will stick through thick and thin, and it will make discipline so much easier. This would normally be classed as a tough inner-city school. But here you will see kids regularly open doors for staff – that's part of the relationship that has built up and which has survived all the way through the industrial action," said Mervyn Flecknoe.

In 1984, a second survey looked at the activity involved in learning. As a result lessons have moved away from the passive use of worksheets towards ways which involve students in their studies. Two computer-aided learning laboratories have been set up. Fieldwork, community service, visits and guest speakers have all benefited from the longer 90-minute periods.

Another development was the extension of time tutors had with their tutor groups. A tutorial session was introduced after break on Wednesdays for all students. Into this the school introduced its own record of personal achievement: a smart A5 ring-binder with card pages for the student to record activities, attendance, lifestyle and other items. Each subject report was printed on a separate card, allowing more space for both teachers and pupils to comment.

The one and only copy of these reports was kept in school. *If parents wished to see them, they had to visit the school and talk to the teachers.*

To make this easier parents' evenings, previously held from 7.30pm onwards, were switched to between 4pm and 7pm. Instead of being given expenses to go away and return in the evening, staff were given tea at the school. For the teachers it meant they got the evening off.

Reaction to the changes from parents was spectacular. Attendance rose from 30 to 70 per cent. "Parents were genuinely delighted to read about their children, and children were equally proud to display their records of achievement. Conversations with tutors were no longer one-sided analyses of "what was wrong", but began with mutual understanding of the child and respect for his or her achievements," says Mervyn Flecknoe.

For school-leavers, a Carlton-Bolling graduation certificate was introduced, containing a statement about each student's positive achievements, attendance and punctuality.

The school also abolished corporal punishment: instead of the cane, a staged system of suspension was introduced, from two days to two weeks, preceded by a formal warning which was recorded and notified to parents. Whereas a high proportion of students failed to be put off by the cane, according Mervyn Flecknoe, more than half the children who receive formal warnings never get back into the punishment book.

"We have never actually had to dismiss anyone. In an authority with a deprivation level and unemployment level such as Bradford, you are going to get a criminal pattern of behaviour. Given those horrific problems we face we do fantastically well.

"Relationships, quality of staff, organization of periods, all add up to good behaviour and discipline. We do not push students around. They feel cared for. That means we feel more able to demand a lot more from them in terms of behaviour and workload."

Equal opportunities play an important part in building up that trust. The school's anti-racism involves continuous appraisal by all faculties of the content and style of teaching to avoid bias. One member of staff is responsible for co-ordinating a multiracial working party with a teacher from each faculty.

The school has also tried to improve the self-esteem and working conditions of girls. It does this by staff appointments (when in doubt, a woman teacher gets the job), and by a gender awareness course as part of the tutorial curriculum. It is also moving towards individual and group work which respects the right of girls to sit and work separately.

The results of the appointments policy means that nearly half the staff are now women, and half of the most senior staff are women. The aim is to arrive at a staff which is half women, with an equal share in all the decisions. The majority of Scale 1 posts are still held by women, while more men are on Scales 2 and 3. Mervyn Flecknoe hopes that imbalance will change.

"We have worked hard on the gender problem. I feel that management jobs done by women are in general different to those done by men. There is a feminine style, generally speaking, and it's important that that should be well represented in a school because half of the students are girls. Girls look at the school and they see women cleaners run by a man caretaker, and women teachers run by a male head of faculty. That is something we are trying to change."

The push for equal rights gained momentum after a third curriculum survey which looked at *conversations between teachers and students, analysing praise, remediation, criticism and attention-seeking. It discovered a big difference in the way formal and informal lessons were* conducted. In every situation where individual or group work predominated, girls asked for, and got, as much attention as boys. Where teachers led classes from the front, however, they could not avoid boys dominating. Overall, the survey found, boys received 40 per cent more praise than girls and they were 30 per cent more likely to call attention to themselves.

Perhaps the most visible change in the school regime is in the sixth form, where 70 adults, mostly mothers, this year enrolled for academic and vocational courses. Opening up the school to the community started three years ago when a mother-and-toddler group needed an alternative meeting place. The invitation had an educational purpose: it was a bold and radical attempt to increase personal achievement, using empty space in the school not only to give adults a second chance to get on the education ladder, but to spur on youngsters. It has meant students have to compete with adults, and can learn from their much wider experience of the real world. There are also benefits from the crèche which has been provided for the sole use of the adult students.

Mervyn Flecknoe overheard two girls as they emerged from an A level history class. One asked: "How did you get on with that essay?" The other replied: "I thought I'd done all right but that woman had been to the library!"

The head sets great store in listening to his staff. "Nearly all the ideas that have failed have been my ideas," Mervyn Flecknoe claims. He believes there is a vast amount of untapped talent in many schools because too often heads do not listen.

But it is not just the staff. "Our changes stem from a belief that children have enormous capabilities. The aim is to tap those capabilities by producing children who enjoy learning, who respect other people and have fun in the process," he said.

"We spend in Bradford half of what independent schools in the area spend on each student and we provide a superior education. That is done purely by the sweat of the teachers. The difficulty is that state education is funded and designed to be second rate. It is almost designed as if private education is intended to be superior. When there are riots in the inner cities people turn round and say it's the schools who do not teach discipline, instead of saying, isn't it remarkable that these youngsters go to school every day and sit and learn and behave themselves, and mustn't teachers be wonderful people?

"If independent schools did not exist and if policy-makers had to send their children to state schools then funding would improve and standards would improve. Given that extra funding we could do far more than we're doing now."

The three-lesson day encourages more field work and less passive learning.

BOOKS REVIEWS ON ART MUSIC THEATRE FILMS TELEVISION

Maggie's favourite entrepreneur

by Ray Hammond

A few weeks ago a short, balding, red-haired man scurried along the aisles of the Personal Computer Show carrying several plastic carrier bags full of sales literature. Every so often he would stop at a display to add another catalogue to his collection. He was recognized by most of the young attenders at the Olympia exhibition, but no one stopped him, no one spoke to him.

Two years ago at the same show Sir Clive Sinclair could not step into the public part of the exhibition without a retinue of aides to protect him from the adulation of the market he single-handedly created. Young computer fans rushed for autographs or tried to demand answers to complex technical problems. Alongside these children, hardened Fleet Street "doorsteppers" demanded to know when the next miracle Sinclair product would be launched.

The rise and fall of Sir Clive Sinclair has been widely reported but little understood and in a new book, **Sinclair and the "Sunrise" Technology** (Penguin £3.95), Ian Adamson and Richard Kennedy offer the first in-depth analysis of precisely why Margaret Thatcher's "favourite entrepreneur" crashed. Many, including these authors, would like to see the story as a metaphor for the present government's "blind" pursuit of monetarism, small-business capitalism and high-technology industry as the forces for a revival in the UK economy and a reduction in unemployment.

The authors of the new book make their beliefs clear in the introduction: "Far from promoting the entrepreneur as a necessary good, the floundering career of Clive Sinclair offers valuable (if not especially encouraging) insights into the dangers of relying on small businessmen to resolve the evils of unemployment and inflation. . . . It is not the solution to unemployment. It does not address the structural weakness of moribund capitalism."

The book is well-written and well researched but the authors fail to acknowledge fully their reliance on hindsight. This vantage point is the greatest weapon of the moral coward, of the pessimist, of the perennial critic doomed to comment on others' achievements and failures. In a just world, hindsight would be a luxury only allowable to peers of the subject who have proved themselves similarly capable.

But the publication of the book and its detailed analysis of the boom-bust years of the home-computer market provides an excellent opportunity to reflect on what has actually happened to Britain's so-called "sunrise" industries and, in particular, the personal computer market.

By launching an under-£100 home computer in 1980, Clive Sinclair personally forced Britain to the forefront of personal computing. Today his achievement still stands: Britain has more personal computers per head than any other country in the world and the price/power ratio of personal computers (including business machines) is 50 per cent lower in Britain than in any other developed country. This is solely due to the public perception of computer power which Sinclair created.

The authors of the new book present him as an over-confident maverick with a major flaw in his understanding of technology. They suggest he is an opportunist, a high-energy motivator and an absurd optimist. From personal knowledge I can confirm that most of these statements are true, but it is important to realize that he crashed only after he had achieved his philosophical goal. He had placed inexpensive computer power in the hands of the masses and forced the rest of the world market to do likewise. Whether he subsequently remained in profit, and whether subsequent ventures succeeded or failed, that contribution alone is worth more than a knighthood, more than a personal fortune and certainly demands greater respect than is offered.

Today the market has fallen into the hands of men like Alan Sugar of Amstrad. Sugar's salesmanship and management skills are of a very high order, but he is on record as saying that he will never innovate, preferring to follow where others have pioneered, and he seems to have few philosophical goals beyond his balance sheet.

Today Britain enjoys the prospect of IBM-compatible business computers being sold at below £500. Amstrad has led the way to this pricing level (the technology they use is four years old) and other manufacturers are being forced to follow. Software costs are tumbling to match the expectations of the thousands of new computer buyers who are now being tempted to buy "serious" business machines.

All of this has become possible because Clive Sinclair conditioned the public to think that cheap computers are not only possible but desirable. Critics rightly point out that many Sinclair products were unreliable, that very cheap machines always needed more money spent before they could do anything useful and that finally, Sinclair's personal decision to launch the QL micro in 1984 before it was ready, was an almost fraudulent act by a company seeking to boost cash reserves before a critical end-of-year audit.

Much of this is true and the vicious weapon of hindsight is now revealing management failures of absurd proportions, insanely optimistic targets and an ego-driven vision which, when presented without full credit for achievements, seems almost messianic in quality.

But as most historians finally learn, the "cock-up" theory of history is the only plausible view and no one should be surprised that Clive Sinclair, like the rest of us, has feet of clay.

He finally shattered himself when he attempted to pursue another *philosophical* aim (not a solely commercial one) and provide the mass rider with cheap electric transport. The C5 electric trike *might* have been successful, but it was launched in the worst summer *of a decade* (a disaster for an open machine) and a movement which, like home computers, might have started as a fad and gone on to revolutionize transport was still-born. This was unlucky.

"It is better to have tried and failed than never to have tried at all" and one thing I can assure the authors of this acerbic post-mortem is that it will be other innovators with philosophical rather than commercial aims, whether working under capitalist or marxist conditions, who will finally provide society with whatever true advances can be achieved.

William the Great

by Mary Cadogan

Richmal Crompton's William constantly griped that going to school was a waste of time: "It never gives us a chance to do anythin' great." Nevertheless, this juvenile desperado *has* achieved a quirky kind of greatness.

When he first bounded on to the literary scene in 1919, few people could have predicted that as far ahead as the 1980s children would still be savouring his anarchic adventures. His creator dreamed him up for some short stories in a ephemeral publication (the *Home Magazine*). She kept him going with reluctance, under pressure from her editor who quickly realized that William appealed not only to the adult readers for whom the stories were intended but to their offspring. When his exploits began to be published in book form (from 1922), and even after his name had become a synonym for scruffy, rumbustious and rebellious boyhood, Richmal continued to regard him as at best her "potboiler" and at worst her "Frankenstein monster".

She had wanted to produce serious fiction for adults; but her 40 carefully written family-saga novels failed to achieve distinction and became largely forgotten. Ironically, her throw-away William books (including translations into 18 languages) have now notched up sales of over nine and a half million.

From childhood, Richmal had been making up stories to amuse her younger brother Jack, who was later to become the first model for William. Writing, however, was at first a sideline to her foremost ambition of becoming a teacher. Inspired by her scholarly clergyman/schoolmaster father, she developed an early passion for classics, went to Royal Holloway College on a scholarship and graduated in 1914. She taught classics at St Elphin's Clergy Daughters' School (where she had once been a boarder) and then from 1917 at the Bromley (Kent) High School for Girls.

She became a contributor to several magazines, and successfully combined teaching and writing until 1924 when, after an attack of poliomyelitis, she became disabled. With a resilience that echoed the exuberance of her William stories she was later to declare that she had led "a much more interesting life", because of this. It marked a turning point in her life, forcing her to give up teaching and to concentrate on writing.

In the early Twenties, William, the antithesis of the well-behaved, [illegible] from the rather contrived mist boys and girls who had for so long been leading lights in juvenile fiction. It is easy to see why he caught on then, but surprising, perhaps, that since their reissue by Macmillan in 1983, the books – now far from being innovative – are pulling in new readers. William's escapades, so firmly rooted in middle-class, between-the-wars English society, might well have seemed outdated and unreal to present-day children. Also Richmal's demanding and satiric style makes no concession to youthful limitations of vocabulary.

It seems that children still respond to the sheer gusto and hilarity of the plots, and to William's ability to get the better of petty or pompous grown-ups. They still respond to his gaping honesty, and his well-meaning attempts to be useful which so often comically misfire: ("But William . . . how did you think it was going to help *anyone* to say that Ethel had epilepsy and consumption?")

Richmal Crompton, a lifelong member of the Church of England and a staunch Tory, produced stories which could be seen as a critique of conservative values, and whose appeal was to cross wide social and generational gaps. William has developed over the years into more than a classics mistress's concept of childhood non-conformity; Richmal's potboiler has become an archetype of the unbookish, adventurous outdoor boy.

Mary Cadogan is the author of Richmal Crompton: the woman behind William *revisited* (Bodley Head, £4.95).

Richmal Crompton in 1929

When in Rome

David Dale on a new element in the race relations debate

When the Bishop of Milan, some 16 centuries ago, advised Saint Augustine to "when in Rome do as the Romans do" he doubtless had no "multicultural" lobby to contend with. Today such advice is best given *sotto voce* lest it be wrongly construed as "ethnocentrism", "cultural elitism", "unconscious racism" or worse. Of course, the diversity of Milan's ethnic minorities in the 4th century bear little comparison with that of Britain's in the 20th: nevertheless, the scale of the phenomenon in its modern form no more leads necessarily to the multiculturalist philosophy than it did in Augustinian times. Or, to the extent that it does, it is to a multiculturalism which needs to be rather more closely defined than is usual.

The multicultural (loosely defined) case might be tested by asking of its advocates where they stand on, for example, arranged marriages. Clearly this practice, traditional in the Indian sub-continent, poses some awkward questions of principle for those, feminists particularly, who advocate, on the one hand, cultural tolerance while, on the other, greater personal freedom for women. Or, again, take the question of where lie the limits of legitimate parental authority. "Sparing the rod" is as much anathema to many West Indian parents as arranged marriages are to their English counterparts; yet if multiculturalism is to have any consistency Caribbean child-rearing customs, which include sometimes ferocious physical punishment, ought to be viewed through the benign eyes of cultural relativism.

The fact is that "multiculturalism" (and perhaps the ominous suffix provides the clue) is a messy and often inconsistent creed. Tolerance for the cultures of others, as the good Bishop realized, is not a moral absolute but is, rather, conditional on the ability of those cultures to be integrated into existing ways of doing things. It is therefore surprising, given their complexity and sensitivity, that the issues arising from cultural diversity have not, until now, been studied from the perspective of law, for not only does English law give expression to so much of what forms English tradition but also because common law, based on *the wisdom of* precedent and interpretation, is uniquely placed to arbitrate between English customs and the sometimes competing cultural practices of others.

In the Preface to his richly informative **English Law and Ethnic Minority Customs***, Sebastian Poulter asks "Should the ethnic minorities who have come to live here conform to English ways or should they be free to continue to practice their own customs in this country? More specifically, should English law adapt its principles and rules to accommodate foreign customs or should new arrivals bear the burden of any adjustment?" To the extent that Dr Poulter supplies an answer to these questions he will satisfy those of a moderate liberal persuasion. But legal prescription, though important, forms only a part of his book. The bulk of *English Law and Ethnic Minority Customs* is concerned with detailed analysis of those aspects of existing law which impinge on minority customs and discussion of the nature and practice of those customs in an English setting. The result is authoritative, always lucid and as objective as one is entitled to expect from a senior lecturer in law.

The span of the book is wide. Divided into general areas (education, religious observances, polygamy, marriage, divorce, parents and children, family patterns, employment and the criminal law), each chapter is subdivided into particular cultural practices (the chapter on education, to take one example, includes sections on bilingualism, uniform, dietary restrictions, denominational schools, religious and multicultural education). These are introduced with a description of the custom under consideration and followed by a balanced account of the policy considerations derived from its practice in this country. There follows an analysis of the relevant provisions of English law and each section concludes with an assessment of the scope for legal reform.

By way of illustration, consider how English law responds to the minority customs cited above. In the case of corporal punishment, the law permits parents to inflict "moderate and reasonable" chastisement upon their children. The question then arises as to whether a foreign parent who is prosecuted for going beyond what English law considers to be "reasonable" can rely for his defence on the standards of punishment accepted as no less reasonable in his own native community. The issue was tested in 1969 when a West Indian father used just this argument when accused of assaulting his 12-year-old son while disciplining him. The man was found guilty and on appeal the Court laid down the following broad principle: ". . . the Court fully accepts that immigrants coming to this country may find initially that our ideas are different from those on which they have been brought up in regard to the methods and manner in which children are to be disciplined. There can be no doubt that once in this country, this country's laws must apply."

Clearly here (as with "scarification", the African practice of making facial scars on children to denote tribal identity) the Augustinian maxim applies. Rather less does it, however, to the practice of arranged marriages. In 1971 a 17-year-old Sikh girl was married in a registry office to a man who she had not met before and whose name she did not know. Immediately after the ceremony, having very quickly formed the view that her new husband possessed neither the physical nor mental qualities assured to her by her parents, she petitioned for divorce on the grounds that she had not freely consented to the marriage but had felt bound to obey the traditional customs of her people. The Court of Appeal disagreed; in the absence of danger to "life, liberty or limb", it argued, there could be no question of the young woman having entered the arranged marriage under duress. Recently, however, there have been signs that the courts may be prepared to take a more relaxed view of what counts as duress. Rightly so in Dr Poulter's view for, as he points out, "The dilemma posed by arranged marriages is to distinguish between proper and improper pressures imposed not by the other party to the marriage but by the petitioner's own family and the wider ethnic community . . . For our courts to uphold forced marriages under the misapprehension that they are giving effect to the respectable custom of arranged marriages would be a great mistake."

The moderate liberalism Poulter displays here is in line with that of most of his prescriptions for legal reform. Arguing that legal recognition should be afforded to many minority customs on grounds which include individual liberty and religious tolerance, he nevertheless subscribes to the Augustinian maxim at least to the extent that English "core values" are protected and that ethnic minorities are denied "unjustified" preferential treatement in law.

A review of this length can hardly succeed in conveying the range of Dr Poulter's subject matter, a range which includes issues as diverse as bridewealth, circumcision, dowry, burial practices, religious methods of animal slaughter and much else besides. In producing his carefully researched and excellently indexed book, Dr Poulter has made an important contribution to the study of race relations and from a perspective which has for too long been neglected. *English Law and Ethnic Minority Customs* will undoubtedly prove to be a valuable source of reference for a readership which should (*race* its price which, for a 300-page paperback of even this quality, is excessive) extend beyond the confines of the legal profession.

* *English Law and Ethnic Minority Customs. By Sebastian Poulter. Butterworth £29.95. 0 406 18090 8.*

Indeed a Whapper

Beloved Emma: The Life of Lady Hamilton. By Flora Fraser. Weidenfeld and Nicholson £14.95. 0 297 78895 7.

To those with romantic memories of Vivien Leigh and Laurence Olivier in Korda's film, the sight of Lady Hamilton and Nelson walking in Palermo in 1799 would come as a shock. Lord Elgin, in October of that year, described Nelson thus: "He looks very old, has lost his upper teeth, sees ill of one eye, and has a film coming over both of them." Nelson, as we know, was a small man whereas Emma was tall and more than voluptuous. Sir Gilbert Elliot wrote, "her person is nothing short of monstrous for its enormity and is growing every day".

Flora Fraser has produced a beautifully written, absorbing account of Emma's life from her improverished childhood to the notoriety of her marriage to Sir William Hamilton and her affair with Nelson and, the wheel finally turning full circle, to the despair of a debtors' prison and a lonely death in Calais.

By the time she came under Sir Charles Greville's "protection" she was only 16 but had already had a varied career. Ravishingly pretty, she had lived in a brothel, the house of a well-known procuress, been the mistress of a young aristocrat and borne a child. The callous way in which Greville kept her for four years, winning her love and gratitude and then handing her over to his uncle, Sir William Hamilton, to further his own financial interests makes chilling reading.

Hamilton, Minister to the Crown in Naples, was a vulcanologist (he lived but a lava's flow from Vesuvius) and a noted collector. Over 30 years older than Emma he had met her first when in London to sell antiquities. Luckily for the British Museum he persuaded the Duchess of Portland to buy the best item. The Duchess was, said Horace Walpole, "a simple woman, but perfectly sober and intoxicated only by empty vases". Walpole and Hamilton kept a not altogether friendly eye on one another's activities; in the 1770s Sir William trained his pet monkey to examine a work of art through a magnifying glass and to caper about uttering ecstatic squeaks.

In spite of some reservations about the wisdom of taking over his nephew's mistress, Sir William was to enjoy his new acquisition. The Neapolitan days are vividly described. The coarseness in Emma's manner was remarked on by Lady Elgin: "She is indeed a Whapper! and I think her manner very vulgar and probably stood her in good stead in the uninhibited climate of Italy. She was accepted by the court and, more surprisingly, by visiting English society. She sang, danced and performed the "Attitudes" which Hamilton taught her. Walpole (of course) has the last word of these: "Sir William's pantomime mistress . . . acts all the antique statues in an Indian shawl" and, five years later, "Sir W H has actually married his gallery of statues".

Then, with the war, came Nelson. Hamilton's idyll was over and in 1800 the ill-assorted trio returned to London where Emma gave birth to Nelson's child. Her husband was oblivious of the whole event, being aware only of her headaches and "foul stomach". Nelson was not only the only one with a blind eye.

The last years after both Hamilton and Nelson were dead were ones of extravagance and debt. Neglected by the government, who refused her the pension which Nelson wanted for her, Emma died of cirrhosis at the age of 51. But she was not forgotten. A hundred years after her death a plaque was put on the house where she died: "This Tablet is Erected by British Officers Serving in Calais In Memory of Lord Nelson's Last Request. 1918."

Jane Dorrell

Emma as Agrippina with the ashes of her son, Germanicus. Attributed to Benjamin West

A true egotist

Enid Bagnold: A Biography. By Anne Sebba.
Weidenfeld & Nicolson £15.95. 0 297 78991 0.

Enid Bagnold's play *Gertie* was, her biographer tells us, "a play about a young girl's desperate search for fame . . . Gertie . . . was in some ways a picture of Enid in her youth". And, it seems, throughout her life, since she never lost or satiated the desire for administration and worldly success. It was the linchpin of her existence. Quite why is another matter, as in this authorized and largely descriptive biography Anne Sebba does not, like Enid herself, "subject her observations to intellectual analysis", beyond such statements as "She was living her own fantasy. She became what she wrote and she wrote what she became."

Enid was large, not beautiful nor brilliant, but possessed of that supreme self-confidence which is the mark of the true egotist. As an adolescent she wanted to "be in an artistic and Bohemian milieu", and soon made sure that she was: Walter Sickert taught her drawing; Gaudier Brzeska (whom she described as "a hard, disagreeable little creature, with a curious rattling voice like a machine-gun") sculpted her, before she turned from art to journalism. She also had a brief flirtation with the women's suffrage movement, and became a confirmed autobiographer.

As a young journalist she was deeply gratified to see her own name in print, but resented having to cover routine events because "I only feel reporterish and not at *all* important". She quickly succumbed to the dubious charms of womanizer and fellow-egotist Frank Harris when she hacked for him on *Modern Society*.

Later she transferred her affections to Prince Antoine Bibesco, a Roumanian diplomat. He was in love with her for "three days" only, whereas "For her the attraction was fatal. She never loved anyone as much again." She wanted desperately to marry him: perhaps in order to become a princess? She eventually married Sir Roderick Jones, head of Reuters, who was a fiercely autocratic little Napoleon at his office, but wrote to Enid later: "Loving you . . . transcends everything and is become the sheet anchor of my existence." The marriage produced four children, mutual infidelities, and Enid's many novels and plays, including the one-time best seller *National Velvet*.

She came to know "everyone": Arnold Bennett, Kipling, Virginia Woolf, Vita Sackville-West, and those like John Gielgud and Katherine Hepburn who acted in her plays, the last of which was produced when she was 86. Like Emma Woodhouse, Enid Bagnold had "a tendency to think a little too well of herself"; and an emulation of Jane Austen's power of ironical understatement would certainly have helped to relieve the more tedious parts of his biography.

Richard Ormrod

Passions of the heart

Some Small Harvest. By Glyn Daniel.
Thames and Hudson £12.95. 0 500 01387 X.

In 1952, the BBC launched its own version of an ambitious panel-game which, against all the odds, had wowed them in the States, *Animal, Vegetable, Mineral?*, in which archaeologists identified artefacts lent by museums, ran for seven years and accrued an audience of five million – for those days, a vast viewing figure. The programme's appeal lay partly in the basic intelligence of its formula (it perfectly fulfilled the Reithian injunction to "instruct, inform and entertain") and partly in the inter-action between its resident virtuoso and the Chairman. The former was British TV's first mega-ego, Sir Mortimer ("Rik") Wheeler, the latter was the author of this book, infinitely less exhibitionistic but quite as securely scholarly.

Fifties panel games still went out live; and some of the funniest pages recall the hairy half-hours that such screening dangerously produced: notably, the evening when Sir Leigh Ashton, Director of the V and A, denounced everything put up by the Fitzwilliam (he had a grudge against it) as "a bloody fake" – before lapsing into a slumber as sonorous as it was brandy-sodden. Even more rebarbative and tundeserving of her fee was the then sacred cow of anthropology, Margaret Mead.

There are quite a few such monsters in these memoirs, among the far more numerous men and women whom Professor Daniel recollects with admiration and affection; and his rapier is all the sharper for the quiet urbanity with which he wields it.

Life has, Glyn Daniel feels, been very good to him; and, on the evidence of these memoirs, it would be hard to demur. An only childhood close to some of the most seductive parts of South Wales; parents ambitious for him but unpressurizing; idyllic school-days at Barry Boys' High, with staff and boys in near perfect rapport, and no bullying.

Then, after a year at Cardiff University, arrival at St John's, Cambridge – an ambience in which Glyn Daniel felt instantly at home, and where he has stayed, usually contendedly and always industriously, ever since. It was the start of a career brimming with academic awards, honours, appointments and achievements. In fact, crammed was the young Daniel's career with bursaries and prizes that devotees saw him dining with Lucullus in the best restaurants of provincial France. That he was simultaneously to hunt down the megalith loved megaliths with such energy and fervour to a remarkable digestive disorder is a tribution.

Indeed, without discounting the joys of a long and happy marriage, Food and megaliths and French food appear to be the master passions of Glyn Daniel's heart. In a sense they merge for just as his appetite is panic-megalithic in scale, so he writes about these huge ancient stones with all the rapture of a gourmet savouring his first forkful of an especially delicate *gâteau d'écrevisses*. This precocious tion with his victuals grows rather wearisome for those with less hearty entrails. Is any reading more cosy than accounts of elaborate feasts, since digested by others?

A useful war in India organizing photographic side of military intelligence was merely a long hiatus in his Cambridge career that, quite apart from his Fifties avatar as Tele-Personality and a long list of distinguished publications (some specialist, often documenting his TV-feature endeavours to make archaeology accessible to the masses) culminated in his election to the Disney Chair of Archaeology in 1974.

Plainly, a success story – and one where the success has been neither relished and has not turned to instant ashes in the mouth. The perils of self-narrated success stories is that they can sound more than a little complacent; and though he makes a few ritual modest noises from time to time, the author has not entirely kept his foot out of this snare.

Many of Glyn Daniel's early colleagues and mentors are animated in brilliantly anecdotal fashion: others he fails to bring to life, and they sound merely tiresome. The idea that all Oxbridge eccentricity is amusing is a delusion widespread among its kin. All in all, this is a 450-page book that would be sharper and better at 300. It is, nevertheless, a wise, genial and civilized chronicle from a man who has not only enjoyed his own life to the full, but has *made* many other lives fuller too.

Martin Fagg

lingo

Fudge

When an MP referred to "the fudge cobbled together by David Steel and David Owen in Paris", I thought that metaphors were being mixed. How could you cobble a fudge? Fudge meant to me a smooth, sugary sweetmeat; while to cobble is to mend or clumsily put together things like shoes. Well, when in doubt go to the OED.

This shows that fudge the sweetmeat came across the Atlantic, and was in English English by 1896. But long before that the word was an expression of indignant disgust, as in 1766: "The very impolite behaviour of Mr Burchell, who at the conclusion of every sentence would cry out Fudge!" This was just possibly from a Captain Fudge, an inveterate liar, so that when someone lied sailors would shout: "You fudge it." This is an attractive story, but as the origin the OED labels it dubious.

At any rate the word came to mean nonsense: "That is all fudge to frighten you" (1791). It also meant a deceit. If we want a definition of the word, as used nowadays by politicians, one has just been provided by the Scottish National Party, describing Labour policy on taxation: "a bungled hotpotch of contradictions and deceit."

Possibly the noun came from the verb fudge, or to fadge, meaning to patch up, to fit together in a clumsy, makeshift or dishonest way, as in: "frocks fadged up out of the faded breadths of his mistress's dresses". This is very close to the idea of cobbling.

Therefore the MP was not mixing metaphors, but hammering home a point by repetition; as is done in the phrase fudge and mudge. There is actually no current word mudge. It is just brought in as a rhyme, for emphasis, maybe with a slight suggestion of muddle.

And while we are on the subject of rhyming, and of nonsense, cobblers is rhyming slang for cobbler's awls: balls.

W S Brownlie

Actualities

Peacemaking in the Renaissance. By Jocelyne G Russell.
Duckworth £29.95. 07156 1937 3.

The making of war has often attracted more attention from historians than the making of peace. This important and scholarly book attempts to redress the balance so far as the period of the late 15th and early 16th centuries is concerned.

Le Pape Cho offers a fascinating exploration of the ideals, theories, conventions, propaganda, attitudes, obligations, and machinery involved in the business of peacemaking in these years of heightened international tension. Part Two considers the actualities of peacemaking using case studies of the 1521 conference at Calais and Bruges and the protracted negotiations of the Peace of Cateau-Cambresis (1558–89).

Some well-chosen illustrations – including two splendid allegorical representations – help to underline the argument offered in the text.

B C Richardson

Present paradoxes

Preparation for Life? By Joan Burstyn.
Falmer Press £15.95 and £8.50.

Joan Burstyn's book presents a series of papers from England and the US addressing the paradox of present-day educators bound by definitions and structures created 200 years ago in response to a technological revolution, having now to reconceptualize their work to meet the moral, social and intellectual implications of a new technology. The contributors include education administrators, managers, teachers, researchers and industrialists, who together provide a broad spectrum of thought about liberal arts, professional and vocational education.

Gordon Law examines the varied pattern of vocational schooling in 19th-century America, including the "child-centered prison" of Massachusetts Boys Reform School, opened in 1848 as a "home and school for learning correct attitudes and useful skills". This kind of preparation for life often went seriously wrong, and instead of transforming urban delinquents into useful citizens, it was soon reported that the school had become a "training ground for adult criminals". Small wonder, if its philosophy reflected the ethos of the American Annals of Education in the 1830s with, among other horrors, its practical instruction for "civilizing American Indians".

In tracing the historical relationship between management and labour, Law provides a fascinating insight into the US system of education. The Rochester Institute of Practical Education was established in 1837 by Christian Revivalists to combine trade training with religious instruction and manual labour activities in the preparation of frontier ministers. The Academies were founded with a threefold purpose of training for "life", preparation for college and the development of vocational competencies. Law maintains that "significant changes in the institutions we have today can be made only when we face up to the conflicts that exist between management and labour, and when we develop a stable national policy on the relation of work to schooling".

Harold Silver, examines the effectiveness of the British universities in *Preparation for Life?*, and notes that employers in England "stress the importance of personality characteristics rather than technical skills in new employees". He makes a plea for both colleges and universities to respond to the aspirations of students and their parents, who want their children to be encouraged to work hard, to be provided with career guidance, and helped to develop skills in dealing with other people. Institutes of higher education must take account of student expectation of academic, social and adult life including employment. "Employment is not part of the world outside, it is in the motives, aspirations and expectations of students inside".

Both Mary Waldron (Britain) and David Riesman (US) stress the importance of language skills. As Riesman says "a capacity to read difficult material and to write exemplary prose (as well as to present it orally) will not be rendered obsolete by computers or robotics". He emphasizes the need for a liberating education-enhancing curiosity and broadening horizons, to avoid the reductionism which can make an undergraduate's work an "exercise in tunnel vision". Students should be encouraged to see their careers as a "series of choice points on a decision tree with many branches, some branches not yet sprouted".

Joan Burstyn's collection hangs together neatly and makes a good read. With luck it will reach a few Ivory Towers and bring some academics into closer contact with the real world. It is important to remember, however, that the undergraduate years in whatever "Preparation for Life", should not be seen merely as a means to an end. Education *is* life: we're living it now.

Suzanne Hewitt

Scotswood Road (Bloodaxe Books £6.95) is Jimmy Forsyth's powerfully evocative photographic memoir of Newcastle in the early Fifties. "I was never interested in photography . . . People say to me today, 'How did you get all those fancy shades?' but I wasn't looking for fancy shades." Forsyth used an old Kodak and got his films developed at the chemists: what he was interested in was life, not self-conscious art.

Villains, victims

Glencoe and the End of the Highland War. By Paul Hopkins.
John Donald, Edinburgh £25.00. 0 85976 102 9.

As the paradigm of black-hearted treachery and especially of *hospitality* betrayed, the Massacre of Glencoe remains pre-eminent – as reverberative in its infamy as Macbeth's skewering of Duncan.

The main actors were cast in their roles centuries ago: on one side of the murderous equation, vicious and vindictive Campbells; on the other, guileless, victimized Macdonalds. The villains, who set the one on the other, were, so popular tradition declares (echoing indeed the findings of the 1695 Commission) Sir John Dalrymple, the Master of Stair, and his notorious correspondent, the Campbell Earl of Breadalbane. Paul Hopkins' patient demonstration that it was all much more complicated and even murkier than that is a massive and exhaustive feat of erudition. But it is also, after some introductory chapters whose dense establishing detail demands a very high degree of concentration, a compelling read.

The Massacre was not, it appears, the long-calculated affair we have been encouraged to suppose: indeed, so contingent and accidental in some respects was it that it could well be called as yet another witness to the cock-up theory of history. The author also stresses the importance of the testimony of still unpublished sources as a corrective to those well-known documents in the case long in print.

Now it only remains for someone to write the musical.

Martin Fagg

Openers

How to win as an open learner. By Phil Race.
Published by the Council for Educational Technology, 3 Devonshire Street, London W1N 2BA. £2.50.

This companion to open learning is well-illustrated with apposite cartoons and written in a light-hearted and readable style. Cheap enough for students to buy for themselves, it is also cheap enough for many open learning providers to bundle with their materials.

Four sections of the book cover the what, why, when and where of open learning, with four more on the "how to": making learning efficient, making the best use of a tutor, painless revision and coping with exams. The text includes feedback at the end of each section.

For example, readers are asked to imagine how they'll feel when sending off their first assignment; the Response section provides helpful reassurance and an interesting basis for comparison.

Jacquetta Megarry

Progressive failure

Education Under Siege. By Stanley Aronowitz and Henry A Giroux.
Routledge & Kegan Paul £25.00. 0 7102 0821 9.
Ways of Understanding and Education. By Louis Arnaud Reid.
Heinemann Educational Books for the University of London £7.95. 0 435 80884 2.

These books offer different explanations for the present disarray in education. *Education Under Siege* is about why progressives in education have failed largely to produce progressive education. The argument is that various brands of "progressives" hijacked John Dewey's exposition of the benefits of an education which included doing for learning, urged (laudably) equality of provision for excluded groups of the population, but paid insufficient or misguided attention paid to the curriculum. Opening themselves to being called Levellers or Social Engineers, they sold the pass to neo-conservatives, who raised clarion calls about quality and basics, the need for schools to prepare the students for increased productivity and competition. Combined with unargued assertions about standards, this is another version of insufficient or misguided attention paid to the curriculum.

So while both so-called "progressives" and so-called "neo-conservatives" would not dare to disagree with Thomas Jefferson, as quoted by the authors: "An informed citizenry is the best assurance that democracy may not degenerate into dictatorship or authoritarian regimes", they found it hard to engage in the substance of Dewey's view that schools should devise curricula to develop critical thinking. This is all the more serious for these authors, because they claim that "massification" of culture tends to assault critical thought as a day-to-day experience. Their solution is easy to offer, but difficult to act upon: the regeneration of teachers, a renewed curriculum, which together would reassert professional competence.

Louis Arnaud Reid's *Ways of Understanding and Education* is a philosopher's exploration of the way education deprives "children of a major part of their inheritance" by confining schooling to "the experience of knowledge to one type, the propositional statement type" (cognitive knowledge) (page four), and largely ignoring what is usually called the affective, but which Reid calls helpfully, cognitive feeling. He argues that current emphasis on education as instrumental for economic ends makes this division worse. By expanding ways of understanding, and so different kinds of knowledge, he demonstrates that to educate the mind only is to split people down the middle. So, philosophically, he urges, like *Education Under Siege*, that "back to basics" looks for a cheap, easy way out of the current problem, which by definition will not work.

Norman Evans

Son of Angela Thirkell, brother of Colin, Graham McInnes is justly famed for his "Australian" autobiographies, of which **Humping My Bluey** (The Hogarth Press £3.95) forms the central volume. The descriptions of middle class life in Australia – mainly Melbourne and Tasmania – in the 1920s and 1930s are beautifully crafted, as are those of university life and the outback. The tone is that of a very bright and carefree young man. But the book is haunted by his awesome mother and by his natural father (Thirkell's stepfather). The publishers tell me that the third volume, *Finding a Father*, will be republished in 1988. Why the delay?

The Fearful Void by Geoffrey Moorhouse (Penguin £3.95). Aiming to cross the Sahara from Nouakshott to Luxor (3,600 miles) Moorhouse expected to be afraid and often, vividly, was. Wretchedly bad health and, with one late exception, irascible companions: caused a halt after 2,000 miles. Vivid and moving, a modern classic of travel.

B C

TES Schoolbook Award

Authorial voices

Gerald Haigh reports on how the judges chose. Below, the winning author explains how he did it

Everyone knows what textbooks are. They are brown in colour, with bits of white showing where the spines are becoming detached, and they live in piles of 36. They have a hard life, being carried about by teachers who drop them accidentally and hurl them on purpose. Some teachers of legend could distribute three dozen textbooks around a room in 18 seconds, a display as dramatic as, and only marginally less lethal than, the firing of a Bofors gun.

This kind of scene may still be fairly common in some parts of our education system. Conventional wisdom and practice, though, especially in the junior sector, has come to regard the practice of sitting children in rows to study from identical class books as inefficient and outmoded. The very phrase "slavishly following the textbook" has become a cliché of inspectorial criticism.

Against this background, textbooks have changed in all manner of obvious ways, helped enormously by improvements in technology. They are now almost universally colourful: they can be used in a variety of ways other than simply being worked through by a class; they make use of design and layout skills, and they are often supported by other resource material.

It is right that *The TES* should recognize the efforts of publishers to respond to the need for more flexible and more exciting classroom books by giving this award. It needs to be said, though, that this same drive away from the pile of brown books resulted in a difficult task for us: we had to find a winner. When does a textbook stop being a textbook, for example, and become an "information" book? And how do you judge in isolation a single book which is intended to be used as part of a wide-ranging multi-media set of resources?

In the end we found a way of making it all work. A textbook, it was decided, requires the continuing intervention of the teacher, where an infomation book may not. And whatever the place of book in a scheme, it still ought to be possible to make judgments about it. Let me not understate, however, either the difficulty which we had in applying criteria, or the subjective nature of the decisions which we made. Of the books which we considered to be textbooks, none were bad in the sense of actually harmful. Neither, though, were any of them good in the sense of very exciting.

–Schoolbook Award–
Scientific Eye
by Adam Hart-Davis
Bell & Hyman £3.95 and £5.95

For some people the archetypal textbook is the maths book. We rather liked the Peak book which came from Nelson. It uses photographs helpfully, particularly when it comes to illustrating the use of calculators. And if one sort of traditional schoolbook is found in the maths lesson, what about English books? For many, including some of the judges, the phrase "English course book" is a no-no of theological dimensions, such that the merits of actual examples are beyond discussion. "The only good English Course Book is a dead one," you might say. The philosophical basis of this position is powerful, and the crimes committed by course books past, present, and undoubtedly future, may well be full and sufficient for eternal damnation. If, however, you feel that there are no grounds for condemnation of the genre, then the coursebook Everybody is Different in Ginn's Reasons for Writing programme may well commend itself to you as it did to some of the judges. It is a long way beyond the stilted and contrived exercises of so many other books, and its theoretical underpinning will satisfy most language teachers. Without doubt there are teachers who will be helped by this book to do some of the things which they feel they ought to be doing but which they lack confidence to embark on without the help of a class book. At the same time, the fundamental problems of a course book are still there – the child writes because the book tells her to; there are still some arbitrary "rules". "Remember: when you write a poem, start every line with a capital letter." (What will happen if you don't?" asks one judge.)

Hodder and Stoughton's **Word Games**, by Sandy Brownjohn and Janet Whitaker, found slightly greater favour overall. Many teachers use Sandy Brownjohn's ideas in the classroom, and this book puts the child into more direct contact with them. There are zany alphabets, spoonerisms, acrostics, anagrams, tall stories – all manner of devices for making words exciting and interesting. We all felt that a class using this book would be soundly involved in the exploration of language. The layout is attractive, the illustrations are amusing. Our reservations are to do with the instrusiveness of the author – "You might do this . . . You might do that . . ." A bit more relaxation and feeling of leaving it to the child might help. The choice of anthology material was not met with universal joy, either. "Depressingly chirpy" was one comment, and not everyone will approve of the inclusion of Kit Wright's stereotyping "Hugger Mugger".

Approval of Bell and Hyman's **Scientific Eye**, by Adam Hart-Davis, was much more unreserved. This, like *Word Games* has an authorial voice, but the voice here is considerably less teacher-ish, more amusing and a lot less patronizing. It is the voice of an enthusiast who wants to convey his enthusiasms. We learn about creatures that live in your eyelashes; about separating salt from pepper; about density; about cat's whiskers. . . always in a lively, fascinating and occasionally slightly outrageous manner. It is easy to imagine a class coming to this book with real pleasure and eagerness.

Reservations? Well, perhaps it leaps from topic to topic in a kind of "Did you know that. . .?" way with no obvious links. And it may be that some of the answers are too easily given. Primary science should aim to give children the ability to perceive problems and devise experiments. This book has an element of this, but the balance is, on the whole, towards giving lots of interesting facts. Nevertheless, this is a textbook which will encourage teacher and pupil towards sound and enjoyable learning – and it is fun to read for its own sake.

Being asked to write a book is a flattering experience; an offer that's hard to refuse. . .

Lured by a free lunch, I was talking to Professor David Waddington about communicating ideas in science. As adviser to Bell & Hyman, he was looking for a new idea for a science textbook – an original approach. Most textbooks, he said, were written by teachers for teachers, and plodded from point A to point B. Suppose I had to write a textbook, for children aged 11–13, how would I tackle it?

"Easy," I said. "Write a series of little essays on things that were interesting – jam roly-poly pudding, toothpaste, walnut shells . . . I don't expect it would take more than six weeks."

"Well," he said, "why don't you have a go?"

So I sat down at my battered old typewriter with a blank piece of paper and began to hammer out some material.

I had said I could write the book in six weeks; it took me two years.

It was a long, slow, painful experience, much hampered to begin with by my terrible style, for, keen to impress my readers, whom I must have been regarding as a curious amalgam of publishers and teachers, I tried for weeks and weeks (and thousands and thousands of words) to be too clever, to embellish the stories with science and the science with stories, to insert witty little asides and subtle puns; and I made my sentences longer and longer . . .

Gradually, painfully, with patient help from the publishers, and a battery

of teachers as advisers, a text began to emerge. Each time I sent off a chapter it would come back marked, like homework, 4/10 – Could do Better. Each chapter went to at least three people, and there were times when their corrections were longer than the text. Sometimes I felt as though I had been writing one chapter for weeks.

Design by Geoff Wadsley and drawings by Jane Cope combined to make the book look rather like *The Beano*. I like it best where the pictures take over completely, and the text seems almost to be incidental. The cartoons and photographs work for their living. When it was finally done, I felt that at least my scientific eye had been opened.

Should I write another book? How else could I make use of this hard-won experience?

One of my regular opponents for lunchtime squash is Chris Jelley, who runs the Education Department at YTV. Pinkly gasping after a game one day I blamed my lack of fitness on the long hours spent over the typewriter, finishing off my science textbook. Unmoved by my excuses, he asked whether I'd like to produce a series of television programmes to introduce science to children of 11–13. Now being asked to produce a television series is a flattering experience; an offer that's hard to refuse . . .

Adam Hart-Davis

Senior Information Book Award

Marks of distinction

The winner, the runners-up, and the books we'd rather forget

What is the distinctive mark of an information book? As often as not it is the absence of an author's name from the front cover. In case of **Find Out About Aztecs** (Hamish Hamilton), one can quite understand why. With its alternately shoddy and garish artwork (including a sanguinary human sacrifice), and costing £4.95 for 32 pages, few people would wish to be associated with it. In fact the text is not much better as it prattles on: "Although many religious festivals involved human sacrifice, some did not and most provided opportunities for the people to sing and dance and enjoy themselves."

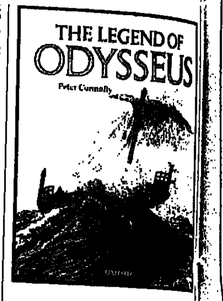
More seriously, what the case of the missing author's name suggests is that many information books seem to be prompted only by a publisher's (or marketing manager's) "concept". "Right, we'll do a series on . . . Each book 265 × 210mm, 48 pages, 19 double-page spreads, 60 per cent illustration, 600 words per spread." And then, when authors' typescripts have been received, one senses the clammy hand of an editor ironing out individuality to make for "series style".

No wonder then that the judges were unanimous in deciding that Peter Connolly's **The Legend of Odysseus** (Oxford University Press, £7.95) should be this year's winner. Despite being published in a series, it is so very definitely Connolly's own book and the product of a genuine enthusiasm. For a start, his re-telling of the Trojan War and Odysseus' wanderings reads extremely well: he has a lucid and engaging prose style. But it is also a serious work of archaeology whose site reconstructions, maps and photographs combine to present a clear picture of how the latest findings illuminate the domestic, social and military life of those times. The author is a gifted illustrator of architecture and of artefacts. If his representations of Penelope and some of the other leading players are distinctly Dallasty, then those hitchings on the plains of Troy had more than a hint of soap about them.

One genuinely distinctive book divided the judges. **You and Your Food** by Judy Tatchell and Dilys Wells (one of their surnames makes it to the book's spine at least; Usborne £4.95) is in this publisher's proven style of cheerful cartooning and has a text that doesn't mess about. Your small intestine "is about as long as a bus". "Too much fat and cholesterol can cause your arteries to fur up . . . If a large artery is blocked, you may die." Under food-related illnesses, the illustrations of constipation and "feeling rotten" are, well, graphic. One of us did, however, feel that this style led to some unscientific generalizations.

It would be wrong though to suggest that all "packaged" series are equally bland. Peter D Riley's **Signposts to Science** (Dyrad Press, seven volumes, £6.50 or £6.95) is agreeably literate and will be welcome in science labs as well as libraries. A similar welcome might have been given to the same publisher's **Considering Conservation** series (£6.95 each), although such titles as **Time for Trees** did cry out for colour illustration. **Hedges, Walls and Boundaries** by Romola Showell proved an original and interesting topic but had a nice line in platitudes. "Wherever you are you can find walls." Acid Rain by Philip Neal had the fortune to be more than timely: it also seemed to be written by someone who cared.

Indeed it was pleasing to find that publishers have, by and large, stopped producing romantically idealistic hi-tech futurologies and are tackling issues of the here and now. Macdonald's People Then and Now series (£5.95 each) is a worthy attempt to make sense of political issues for 10 year-olds and upwards. **A Fair Deal?** . . . In Britain sets about making clear the issues of poverty, the distribution of wealth and the welfare state. **Civil Rights** . . . In the USA is frank and impressively committed – but both have some dire artwork and embarrassingly written fictional "incidents". Significantly, there is no authorial name on their covers.



–Senior Award–
The Legend of Odysseus
by Peter Connolly
Oxford University Press
£7.95

Wayland's Flashpoint series for older readers tackles **The Rise of Solidarity** (by Tim Sharman £5.75) and **The Vietnam War** (by Richard Edwards £5.50). Both are noteworthy in explaining the causes of the events in question. Nigel Richardson's **The July Plot** in Dryad's A Day That Made History series (£7.50) is both a good detective story and thoroughly researched. Macdonald's **Debates** has been an equally admirable series. This year it has offered us **Law and Order** (by Adam Hopkins and Gaby Macpherdran £5.95). Bizarrely this includes a chapter on euthanasia which conjures up visions of the prince being bracketed by self-destructing grannies. **Terrorism** by Christopher Coker (Watts £5.25) makes a brave attempt to explain its subject *but seems to see the* IRA as the only Irish problem and the PLO as the only Middle East one.

The makers of natural history books continue to have their problems. The **Animal Habitats** series (Methuen £4.95 each) has sumptuous photographs provided by Oxford Scientific Films and an anodyne text. In **The Secret World of Bats** (also Methuen £6.95), John and Molly Hines go over the top in worrying about "the unfortunate bat's image" and enthuse about bat droppings that look like instant coffee. Not vice versa, you note.

There were other books you might wish to forget even more rapidly. **Growing Up** (Modus Books £5.95) is a sex manual for children, illustrated with photographs that would get the book impounded by HM Customs were they divorced from the text. A book for families who wander round their homes in the nude, smiling. The **Pop-Up Book of Science Tricks** (Orbis, £8.00) for eight pages, a balloon and some rubber bands) just isn't a book. Cambridge University Press reaches impressive depths with the abysmal illustrations in its series **The Clothes they Wore** but gives us a very handy **Acorn Cambridge Illustrated Dictionary for Young Computer Users.**

This book would seem to be the acceptable aspect of a worrying trend: the partisan or "sponsored" book. Admittedly **The Police Force** by Betty Williams (Batsford £7.50) has no official imprimatur but the publicity photographs and the habit of quoting the police directly but of only reporting any criticism makes this little more than a PR job. **Building a Car** by Hannah Jacobs (Hamish Hamilton £4.95) comes courtesy of Vauxhall Motors and is a shameless plug for their "high quality". The companion volume, **Building a House**, is a sustained and sycophantic hymn of praise to Barratts. It ends with a family moving into a house on a new Barratt estate. Their nextdoor neighbours have come from another Barratt home. "That's good to hear, isn't it?" says Mrs Gregory. "It's nice to feel you've made a wise choice."

David Self

Junior Information Book Award

Pencils and polar bears

Winning, losing and the encroachment of sponsorship

Booker judges do it by sixes, but the Junior Information Book Award judges stopped at a shortlist of eight, drawn from nearly 100 titles submitted. The whole judging exercise afforded a fascinating glimpse of publishers' views of primary education. Those great standbys of the information book publisher, biography, geography, history, (remember Unstead's dynasty of titles?) were barely represented. That long-favoured topic, transport, rated only six entries. Coming up strongly were religion, health and safety and a category we called "social experiences", eg Usborne's First Experiences series. Science was the second largest category, an indication that publishers are at last trying to support primary science programmes. Natural history dominated the collection, but not to the extent of previous years, and with little innovation.

The world of industry and work formed the third largest group. At their best these books provided an entry into the neglected subject of applied science and a new perspective for CDT studies. However, this is a temptation area for weaker publishers: the form is pre-cast by the pattern of the working day; colour photographs are thought (often wrongly) to take care of the illustrations; the text can be in the undemanding narrative mode known to be popular with this age group.

In approach, the books submitted were definitely conservative. In a time of restricted library budgets, publishers have pulled back from innovation and the one-off book has become a rarity. A high proportion of books fell into one of two groupings which we began to call hard and soft inform. The first provides facts but little room for readers to manoeuvre between them. Macmillan's **Moving Around the World** series shows the form at its weightiest. The second category is characterized by a personal focus and more anecdote than fact. "Reading" these books is often more like flicking through the photograph album of a family you don't know. Occasionally, as in **Circus Child** (Hamish Hamilton £3.95), there is an intensity of author interest that catches up the reader, but too often these books emerged as production-line items.

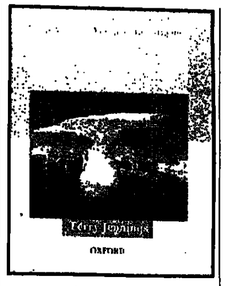
Our eight shortlisted titles reflect several current educational or social concerns. **My class at Diwali** (Watts £4.95), warm-hearted and arrestingly illustrated, reflects the interest in non-Christian religions which is one consequence of our multi-ethnic society. It shows children, staff and parents working cooperatively – again a contemporary theme. However, it is so busy recording activities (making potato prints, cards, collages) that it fails to make clear the significance of this religious festival of light. In **Children's Home** (Black £4.50) we are left in no doubt of the message as we learn, in Lee's words, about life for a child moved since babyhood between foster home and institutions. The outstanding photographs catch Lee's personality and relationships, but confining the text to Lee's account has resulted in a stilted style, narrow vocabulary and the restriction of a single perspective.

Freshness is brought to a well-worn theme, the animal life cycle, in **Hamster in the Black's Stopwatch series** (£3.95). The glowing colour photographs are supplemented by line drawings and diagrams: the text stays close to the reader, helping the connection between pictures and words, giving the facts but staying relaxed. Reader participation goes further in **What happens when you listen?** (Hamish Hamilton £2.95), where we learn through homely experiments. Again, the author's sense of audience is sharp, the explanations carried in clear, short sentences. This is from a series to commend, but illustrations and layout lacked the distinction one expects of an award-winner.

A Florentine Merchant (Macdonald £4.50) took us on a romantic excursion as we followed the life of Zita, the Russian slave-girl, in the household of Messer Francesco. The text races along in sub-novella style sprinkled with anachronisms, but in the end we were left with a laboured story helped down by softly-coloured, charming illustrations. However, the basic model – of story based on historical records – is valid and worth further exploration. **Traffic Computer** (Black £4.50), brought us firmly back to the present. This account of traffic control in busy towns is interesting, understandable and positive in showing the relation between machines and human judgement. The mix of cartoons with photographs and diagrams makes for a cluttered page, and it is a pity that a book about traffic cannot get accurate colours for traffic lights.

So far, so easy: by now two books remained, and the choice between them was difficult. **Making Pencils** (Watts £4.95) takes an unlikely subject and makes it absorbing: design and layout are sharp; illustrations and captions integrated. We follow the production process in one particular factory – and here's the rub. Not content with acknowledging the company's assistance, the publisher adds a final double spread which amounts to little more than an advertising puff. There is already concern about advertisements in exercise books. As our colleagues on the Senior Award make clear, they are starting to invade information books. While applauding the immediacy of Watts' new series, we urge them to rethink the closing commercial.

The unanimous choice of award-winner was **The Young Geographer Investigates Polar Regions**, a distinguished example of information book which is close to classroom work yet never stuffy. The writing shows a precise perception of audience; explanations are clear; a range of illustrations support and extend the text. The reader is helped by recapitulation sections and involved through experiments and activities. The book is marred by some carelessness in writing or proof correction – errors one ought not to find in a university press – but it is outstanding in linking a subject as distant as Arctic and Antarctic with children's own experience and investigation.



– Junior Award –
Polar Regions
by Terry Jennings
Oxford University Press
£4.95

In celebrating the quality of prize-winner and shortlist, we should not forget that the information book field is still the repository of the inaccurate (Bush as nursery favourite in *An Edwardian Household*, Wayland £4.50); the over-prescriptive (ironically in *Let's Imagine Energy*, £4.95); or the unshaped collection of facts (eg *Hide and Seek*, from Deutsch, £4.95). Textually it trails far behind the standard of children's fiction. So we have the old travelogue style in Wayland's *Buddhist Festivals* (£5.50): "There is much colour to be observed", or *A Roman Soldier* (Macdonald £4.50) reconstructed via "You're chucking that spear like a barbarian". Indexes are frequently hack jobs and virtually useless (see Black's *Pilot's Computer*, £4.50); the tyranny of the double-spread has been joined by the tyranny of the picture researcher. More fundamentally, the old adage of starting where the child is gets ignored again and again: Wayland's *Focus on Seafood* (£5.50) is introduced with "The varied catch of a prawn trawler in the Gulf of Carpentaria"; *Butterflies and Moths* (Wayland £5.50) with the African Monarch. If we believe that information books are tools of learning, there's some honing to be done.

Peggy Heeks

Schoolbook Award Judges: Mary Jane Drummond, lecturer in the Cambridge Institute of Education; Geoff Fox, senior lecturer in education at Exeter University; Gerald Haigh, head of Henry Bellaire Middle School, Nuneaton; Hilary Minns, head of Courthouse Green Primary School, Coventry.

Information Book Awards. Senior: Lesley Bulman, author and head of Kingsdale School, South London; Jessica Saraga, who teaches history at Nonsuch School, Cheam; David Self, writer and broadcaster, and author of many educational books. **Junior:** Beverly Anderson, senior lecturer in education at Oxford Polytechnic; Tom Deveson who teaches at John Donne Primary School, South London; Peggy Heeks, library adviser for Berkshire.

Chris Fairclough's photographs illustrate Doctor, the latest title in Franklin Watts' dual language series People, available with Gujerati and Urdu translations (£4.95 each)

Body maintenance

In the search for a relevant curriculum, understanding of the human body has moved up in importance and, significantly, is now linked with work on fitness, health and safety. The 17 books under review show how publishers are supporting this subject in both primary and secondary school.

Your Body (by Gwynne Vevers; Bodley Head £7.95) is a new packaging of six titles published separately in 1983 and now making one substantial book of some 150 pages. The chapters are therefore the former book titles: "Skin and bone"; "Blood and lungs"; "Feeding and digestion"; "Muscles and movement"; "Seeing, hearing and tasting"; "Reproduction". Although the compendium may not add up to the title-page boast ("This book has all the answers to all your questions") it is certainly fact-packed. The intention, though, is not to oppress readers, and Dr Vevers has worked hard to produce a text that is approachable. His style is plain but lively, with plenty of homely examples. The illustrations play an almost equal role, sometimes supporting the text with diagrams, sometimes jollying the learning process along with jokey cartoons and captions. It is a pity that, given so much encouragement to learn, our attempts are frustrated time and again by inadequate captions, mismatch between text and pictures (eg are sweat glands in the dermis or not?) and by the lack of a context for these six chapters. The first pages plunge us into the composition of the skin before we have a concept of the body as a whole. Incidentally, don't try to answer the question on the back cover – "Why do you get goose pimples?" – via the index: it won't help.

Although Terry Jennings' **The Human Body** (Oxford University Press £3.95 and £1.95) is slighter in content, it is more helpful as a general introduction. Modestly pitched part way between text and library book, it covers the same ground as *Your Body*, is weaker on detail in the diagrams, but helps reader participation through experiments and activities. With Gramada's **The Human Body** (by Steve Parker, £3.95) we move towards a secondary school readership. The introduction, "The body system", is exemplary in engaging interest and we then move on via chapters such as "Keeping in touch", "Helpful hormones", "Body maintenance". The emphasis is on interesting information in *Readers' Digest* style rather than masses of facts, but the book offers many ways into the subject: double spreads of experiments, detailed insets, fact files. Illustrations range from rather mediocre cartoons and diagrams to outstanding photographs. I was even worse off with goose pimples here: there is no index at all.

The subject of health and fitness is treated by Usborne in pages so bright and crowded that it is hard to grasp the main thread. **You and your fitness and health** (by Fraser and Tatchell, £4.95 and £2.75) looks more like a Richard Scarry picture book than an information book, and the first problem is to find the way around each double spread. The coverage of material is correspondingly ambitious, including anatomy, physiology, beauty and diet hints, exercise routines and common ailments. The combination of broad coverage but little detail makes it likely that the book's main use will be for browsing and recreational reading. A similar tasting of a subject is provided in Usborne's **Medicine, Doctors and Health**, (by Pam Beasant, £4.50) but here the structure of content is firmer and page layouts simpler. There are, of course, many books available on this subject. In spite of some sloppiness in the writing this one will be particularly useful for the chapters on recent developments in alternative medicine and medical technology.

In Claire Rayner's **The Getting Better Book** (Detsch, £5.95) the focus is very much the child reader: both text and illustrations underline the personal approach. This is a consoling book. Some adults will feel uneasy at the dogged attempt to talk an adult's version of child-language "You know how clever your body is" by the end, "Isn't it good to have such a clever body?" Franklin Watts gives guidance on how to keep that body healthy in two books for a readership spanning the top junior and lower secondary years. There is no mistaking the message in **Dental Care and Smoking and Health**, by Brian Ward (Watts £5.95 each) carried in an approachable but thoughtful text and a wealth of telling illustrations.

Personal safety is a subject much in teacher's minds, including, as it does, child abuse. The books noted here deal with more obvious dangers. The new Piccolo titles, **Home safety and Road safety**, (by Foster and Gardner, £1.95 each) set out both the hazards and the safety rules. Written jointly by a physician and a headteacher, and illustrated by children of a Hampshire Infant school, they are designed to be worked through by child and adult together. Making the point, each double spread has a section for parents on ways of reinforcing the message of the text. There is a somewhat amateurish air about these modest paperbacks, crammed with instructions, quizzes, activities and word lists, but they are rescued by the clear family context and the charm of the pictures. Similar subjects are tackled in Wayland's **Safety at School, Safety in the Home and Safety on the Road**, (by Baldwin and Lane, £4.95 each) – glossy, highly professional productions. Here, too, the authors are specialists – this time health education lecturer and nurse. Each title has a brief introduction, well-organized content, glossary and bibliography; striking photographs and drawings complement the text. One quibble: the children in the drawings are too obviously infants and this will limit readership.

The same authors and publisher have also produced a First Aid series for an older age group, covering **Burns and Scalds, Cuts and Grazes, In Emergency and Fractures and Sprains** (£4.95 each). Page layout is again attractive; illustrative stories intersperse the practical instructions; diagrams provide details which complement the photographs. The series is likely to be popular for school or home use, but it is marred by some careless news – mismatch between text and pictures, lack of definition in chapter headings, and some grammatical errors and indexing eccentricities (so "broken bones" leads to "if there are no broke bones. . .").

It may be significant that, although there are weaknesses, there are no complete failures in this batch of books on health and safety. As a whole they are characterized by directness and vigour, a sign that when a subject is clearly relevant to children's interests authors will find that personal voice that commands attention.

Peggy Heeks

Telling shots

My Class:
Sports Day; Goes to the Seaside; At Diwali; At Harvest Festival; At Christmas; Makes Music.
Franklin Watts £4.95 each. Dual Language editions in Gujerati and Urdu translations available at £4.95 each.

With today's awareness of the need for real audiences for children's writing, school-published work on local projects abounds. Most schools already have their own child authors on catalogue cards alongside the published names. A commercially produced non-fiction series in children's own words is something new, though, and needs to be carefully considered for any added merit it might have, like directness of appeal.

The blurb on each of these titles claims the book to be in a named child's own words. Where, though, do seven-year-olds write naturally in prose like this? "I write Happy Christmas inside in English, Hindi and Urdu. It takes a long time because I have to concentrate really hard"; or "I wave goodbye to my mum. I bet she wishes she were coming too." Note the *mum* and then the rarely correct subjunctive. No, this reads more like educational publisher revision than children's original words: furthermore, if children really had written these texts the language would have jumped from the page with its life.

My Class visits a Park, one of four recent additions to the series which now . . . goes to the Library . . . looks after Pets . . . goes Swimming

What the text does is take us through each of several ordinary school events concentrating on Chris Fairclough's large, clear photography; and it's in the photography that the life lies, for among the inevitable poses are some telling shots of real schools – teachers giving "looks", children staring uncertain at new experiences, a head departing the sports field in a hurry.

The children's work captured around the rooms does credit to what the participating country, suburban and inner city primary schools are doing: from which it follows that the *Harvest, Diwali* and *Christmas* books should have a measure of success for the curriculum ideas within them, where the *Sports Day* and *Seaside* episodes will be of limited value. It's the *Music* title, though, that says most about what the series could have achieved, because here the reader is invited to experiment and to consider.

Some titles will be good for younger projects, then; but how to use the rest? As reflections of common experience, leading to talk? Hardly, when children can be having these for real. As teacher reference? Surely not in this picture book format.

One thing does seem certain: it won't be for the child authorship the books imitate.

Bernard Ashley

Origins

The Sikhs in Britain. By Allan de Souza.
Batsford £7.50. 0 7134 5100 9.

This is a fairly comprehensive and detailed account of the origins of Sikhism in 15th century India, its development through the centuries, the Sikhs involvement in the fight for India's Independence, and the split loyalties after the assassination of Mrs Gandhi.

Through three Sikh families, the writer (a Goan Indian born in Kenya) shows how Sikhs first came to Britain in the early 1900s and how the new generation of Sikhs are adapting to life in Britain while still retaining some of the old values and customs. All aspects on the lives of Sikhs in Britain are meticulously described including their determination to defend and strengthen the community in their efforts to combat racism.

With the growing interest in children's first languages, the Punjabi terms explained in the glossary will, it is hoped, become absorbed into the English language and children of the future will not be embarrassed to use the correct Punjabi terms for "Sikh church" and "Sikh priest" etc.

The black and white photographs were mainly taken in Britain, a few are from India. A map of India showing the position of the Punjab before Independence and today follows a picture of the 10 Sikh Gurus in the introduction.

The book is suitable for teenagers, parents and teachers who would like to gain some insight into the Sikh experience in Britain.

Shushella Stone

Geography train

Focus On:
Oil; Grain; Cotton; Timber; Soya; Rubber; Gas; Seafood.
Wayland £5.75 each.
The World's Harvest:
Food From The Sea; Plastics. By Jacqueline Dineen.
Young Library £4.25 each.
Earth Science Library:
Rivers and Lakes; Mountains. By Martyn Bramwell.
Franklin Watts £5.25 each.
First Look:
Rocks and Minerals. By David Lambert.
Franklin Watts £4.50.

Have you noticed that the teaching profession is saturated with geographers? Hardly a day goes by without one or more of our colleagues claiming expertise and "the knowledge" of a seemingly endless list of topics included in their definition of this clearly wide ranging and interesting subject. In reality, I don't think that they are all geographers – but merely browsers in the Junior Reference Library, searching avidly through the vast lists of publications by Wayland and Franklin Watts, and enhancing what used to be called their "general knowledge" but is now "Internalized Data Storage".

The Focus On series is a potentially interesting set of books examining some of "the world important natural resources", which to date appear to be 24 in number. Each resource is discussed in terms of location, processing and uses in various parts of the world. Each contains a glossary, an index, and some suggestions for further reading, mainly using other examples from Wayland's list. The informal, chatty text is written at a level suitable for the average child in the middle years of schooling. The series appears to have overcome the problems which were apparent in earlier volumes regarding the choice and juxtaposition of photographs and illustrations, and this particular set seems to be very well produced. The escalating price is the only drawback.

The target age range of The World's Harvest series is a little lower, although given its rather sophisticated "refer to picture 23" style, it would seem to be a better buy for children at the *upper* junior level rather than the targeted 7 to 11 range. In my view the required reading level is beyond any child who may be struggling with the "technical" aspects of reading. This is particularly evident in the volume entitled *Plastics* since an attempt to explain some aspects necessarily involves the use of difficult terms.

In each of the books certain concepts are explained in "asides" in the body of the text, rather than in a glossary. This technique provides immediate information for the reader, but it produces a rather disjointed effect when skimming the pages, as many children will do on a first reading. Each book has an index and a brief Table of Contents, but there are no end-of-section questions to reinforce learning or encourage discussion.

More precisely "geographical" is the Earth Science Library series, clearly concentrating on physical geography. Notwithstanding the fact that the author has omitted those few necessary "questions for discussion", the books are excellent. They are easy to read, concise without being obscure, beautifully illustrated, and would be a first class addition to a junior library. A point of particular note is the careful way in which the conservation and anti-pollution argument is presented, making its mark without being excessively strident.

Rocks and Minerals by David Lambert is part of a series called A First Look. By implication the book is therefore for quite young children. However, the necessarily technical terminology of geology makes it a difficult topic to deal with and it is therefore more suitable for older children. Despite this, every effort is made to explain the ideas, with a clear guide to the pronunciation of the longer and more difficult terms, and a well-produced glossary and index. Again, my only reservation is that the price of these books is approaching the prohibitive level; schools must be absolutely sure that they will actually be used before considering purchase.

Paul Harling

The seamy side

Issues:
The Heroin Trail. By Nigel Hawkes. 0 86313 483 1. **The Palestinians.** By David McDowall. 484 X.
Franklin Watts £5.25 each.
Let's Discuss:
Racism. By Jon Mayled. 0 85078 866 8; **Drugs.** By Vanora Leigh. 867 6; **Violence.** By Doreen May and David Pead. 868 4; **Unemployment.** By Michael Gibson. 869 2.
Wayland £5.50 each.
World Health and Population. By Nance Lui Fyson.
Batsford Today's World series £7.95. 0 7134 5204 8.
Looking at Pollution. By Sue Thackray.
Batsford £6.50. 0 7134 5152 1.
The Open Book of the World Today. Edited by John Broughton.
Hodder and Stoughton £4.95. 0 340 33012 0.

It's encouraging to see publishers tackling issues about which children have a right to information. It's disappointing to find government not prepared to endorse their efforts, as has happened with *The Heroin Trail*. This is a strikingly produced book, whose clear format, and use of colour, maps and graphics all contribute to outstanding visual impact. The photographs seem to be chosen for their information rather than their shock value, and this emphasis on information should capture children's interest without turning them off, particularly since the topic is not just how heroin screws you up but how and why it's able to get anywhere near you to do it. The author describes economic pressures on farmers in the Golden Crescent and the Golden Triangle, where in some cases opium poppies are the only crop which will grow at all, and the whole chain of escalating corruption and greed which leads to bags of heroin being for sale in the streets of the West. This book could be a useful weapon in the campaign to educate children away from drugs.

So could *Drugs* in Batsford's Let's Discuss series. Like *The Heroin Trail* it does spell out the grim facts about addiction, but this is balanced by coverage of the possibilities for support and success in conquering it. Solvents, LSD and tranquillizers are discussed as well as hard drugs, and so is cannabis, but not alcohol. You can't help feeling that children may question these inclusions and omissions in terms of just whose idea of acceptability they reflect. Any suggestion of hypocrisy is likely to make drugs education counter-productive. But this is another clear and formative book.

The other three Let's Discuss books are valuable too. This seems to be an excellent series, which isn't afraid of touching raw nerves. Indeed it seems, quite rightly, to aim for them. The painful things are the things children need to discuss. Thus *Violence* discusses not just hooliganism and mugging, but military violence, violence within the family, including sexual violence to children, and society's endemic violence towards women. *Racism* is, perhaps unfortunately, written by a white person, but the author does make it clear he does not pretend to speak on behalf of black people. He explains something of the history of racism, and of ethnic minorities in this country, how racism operates in education and employment, and how it's perpetuated in people's attitudes by the media. The big question with *Racism*, as with *Drugs* and *Violence* is whether they can change people's behaviour. Will anyone who is racist, or violent, or experimenting with drugs, be any less racist, violent, or inclined to experiment, after reading these books? Impossible to say. There's not much chance of anyone being any less unemployed after reading *Unemployment*, though. Nevertheless, it's another area of pain and incomprehensibility for many young people which should not be hidden away.

Looking at Pollution is more detached, although the issues here are important too. This is a comprehensive account of the causes and effect of different forms of pollution and what can be done about them. Only 11 per cent of Scandinavia's acid rain is attributed to Britain's power stations, but this is a step further than *The World Today* is prepared to go, referring only to the "problem of whether our industry is partly responsible". This kind of pussy-footing, like the bland and complacent statement in the section on the British Welfare State that the National Health Service is the envy of the world, with no suggestion of its decline, forfeits the respect that a book on topical issues ought to be able to claim. This book is an odd amalgam, dealing not just with pollution, drugs, poverty, and religion, but political problems and developments since 1945 as well.

A good demonstration that it's likely to be better to take one issue at a time is *The Palestinians*. In simple language and with excellent illustrations from the same stable (Ron Hayward Associates) as those in *The Heroin Trail*, the problem of Palestine is explained from both the Palestinian and the Israeli points of view.

World Health and Population is a careful and full discussion of the problems of disease and over-population, and the extent to which they can be combated. It's a good reference book with a world perspective, and while not perhaps a gripping cover to cover read, its sections on drugs, contraception and sexually transmitted diseases will all be of interest to teenagers.

Jessica Saraga

How a Book is Made. By Alikí. The Bodley Head £6.95. 0 370 31003 9

Every writer, illustrator or publisher who has had to give a talk in a school knows how much a book like this is needed. But it's such a pity that Alikí decided to depict everyone involved in book production as cats. Charming and characterful as these felines are, they have already been met by puzzlement in the primary school and I wish she had stuck to people.

Although this is a comprehensive account, from the first idea for a book to a child unwrapping a book-shaped parcel, there are a few missed tricks. It would have worked beautifully if the book being chronicled had been this actual one. As it is, the feline author "thinks of a story" and a rather feeble "thirty-two page picture book" called *The Sunny Day* is used to demonstrate the processes that turn it into a title on the shelf.

The technical bits and the naming of book parts are invaluable. Less talented people than Alikí might have preferred the author and illustrator to be shown as two different people (or cats). Alikí has given us a much wanted and very good book; I just hope the cats won't kill children's curiosity in the subject.

Mary Hoffman

Right, left and centre

Introduction to Politics and Governments. By Janet Cook and Stephen Kirby.
Usborne £4.95. 0 7460 0048 0. £2.75. 0047 2.
Politics Today – The Prime Minister, The House of Commons, The House of Lords, The Alliance Parties. By Stewart Ross.
Wayland £4.95 each 0 85078 902 8/843 9/844 7/847 1

Few politics books for the 11 to 14 age-range try to explain the activities of spying and diplomacy or why governments impose sanctions, whether economic or military. Rarely do authors state that to be as unbiased as possible is often difficult, "since political words often become slogans (or insults) and can change their meaning or mean different things to different people". *Politics and Government – A beginner's guide to political words and ideas*, in the Usborne Introductions series, is an original attempt to introduce to a younger audience the meaning of the many political terms and expressions that are in constant use by the media.

The book is pleasantly laid out with lavish use of colourful illustrations and diagrams and written in clear language. Key words are printed in bold indicating a definition or explanation and a word box, on every double page, describes the origins of some of these words. The index, called a wordfinder, encourages the reader to look up definitions of words. The opening sections of the book trace the development of political ideologies and beliefs by introducing nationalism; liberalism, and conservatism, and then looking at communism, socialism, facism, and the different meanings of democracy and autocracy. In the section on communism, capitalism and Marx's arguments against it are explained along with three adaptations of Marxism: Leninism, Maoism and Eurocommunism. In doing this the authors have not been reduced to the banalities of some books.

The second part of the book illustrates how political power can be won through elections and by force, and considers different systems of government. A section on India, interestingly compared with the US and Britain, outlines what is the world's biggest democracy. Finally, the book explores international politics and lists international organizations and alliances, and the parties of 14 countries, though I would not describe the Spanish Socialist Worker's Party as "militant left". It is surely "socialist-democratic". The book is an excellent buy and could even find its place in political studies for GCSE.

Politics Today is a straighforward series on the institutions and organizations of British politics and government. Each book traces the history and work of the title concerned and has recent photographs (many of them in colour) and facts. All books make references to the 1983 general election and subsequent events, and include a glossary of terms and important dates. However, I find it odd that a series aimed at introducing political institutions to younger children should then include A level and even undergraduate books for further reading.

Richard Evans

"Noddle Island or How are we deceived", published in London in May 1776. The cartoon shows the British retreat from Boston, and the title contains a pun on "Howe", the British major-general. At the top of the hair the two sides are shooting it out while at the bottom Redcoats march away and others row out to waiting ships. From Erica Holley's How and Why: The American Revolution, about to be published by Dryad Press in their Weighing up the Evidence series. Timeline: Shopping by Sarah Harris is another new title (£6.95 each).

Less is more?

Robin Buss on the direction in which the London Film Festival is heading

30 London film festival

In 1957, British cinemas were attracting something around 600 million admissions annually. That year, at the National Film Theatre, they held the first London Film Festival: 15 features from 13 countries. The NFT has just finished a small season to rerun the entire event.

The reprise was a prelude to the 30th LFF which opened yesterday. This is on a different scale altogether: over 150 films, from 36 countries, shown at nine different venues. No one could hope to take in more than a fraction of these riches: films from five continents, in languages from Japanese to Serbo-Croat; adult films and children's films; commercial films and experimental films, jazz films, silent classics, a surprise film and a royal charity première. And while admissions to British cinemas, which had started to decline a decade before the original festival, now stand at about one-seventh the 1957 figure, the British contribution to the LFF is bigger and allegedly better than ever: 28 new features, numerous shorts, animated films and a showing of Cyril Frankel's *Man of Africa*, produced in 1952 but not previously shown in its complete version in this country (NFT1, November 18).

The structure and the highlights of the LFF are well-established. There is the Thames Silent, this year Erich von Stroheim's **Greed** (at the Queen Elizabeth Hall on November 22), once described as the "vilest, most putrid picture in the history of the motion picture business", restored as a classic of cinema naturalism, with full orchestral score by Carl Davis. There is the *Capital Radio Junior LFF*. There is a strong French contingent, some making a mini-festival at the French Institute, as well as the Swedish-French co-production of Tarkovsky's **The Sacrifice** (at NFT1 on November 22). In sheer volume, the US makes the second largest contribution, after Britain, with every variety of film, from Lizzie Borden's **Working Girls** (NFT1, November 17) and Frederick Wiseman's **Deaf and Blind** (NFT2, November 15 and 16), a documentary miniseries on physical handicap, to David Cronenberg's remake of **The Fly** (Odeon, Leicester Square, November 23) and the all-round appeal of John Badham's **American Flyers** (NFT1, November 25), in which two brothers, one with an incurable disease, battle to win a major cycle race. There is more than one movie about the making of other movies.

It is hard to imagine a single fragment of the reduced British audience for films that is not catered for in the 18 days of the festival. The wisest non-specialists will probably avoid its obvious successes and the films that are certain to find British distributors, and go for those like Yan Xueshu's **Wild Mountains** (NFT1, November 25), a vivid comedy which gives an unexpected picture of life in rural China under a more liberal economic regime, or Robert Gardner's demanding documentary on Benares, **Forest of Bliss** (NFT1, November 21; NFT2, November 23), a beautifully photographed work that will gradually reveal its macabre significance to an unsuspecting audience. Requests for the tickets you want are often disappointed because of demand, so it is not a bad idea to take risks. At the NFT and most of the other cinemas, the experiment will cost you £3.75, which may not be popcorn, but not a fortune either.

Beside the 1957 effort, the 30th LFF looks at first sight like a giant standing on the shoulders of a dwarf, until you notice that the first little festival consisted of Kurosawa's *Throne of Blood*, Bergman's *The Seventh Seal*, Käutner's *The Captain from Köpenick*, Wajda's *Kanal*, Kazan's *A Face in the Crowd*, and Fellini's *Nights of Cabiria*, as well as films by René Clair, Satyajit Ray and Luchino Visconti. Less is more? These were not the films, or the directors, that pulled the audiences into the Odeon and the Roxies in 1957. They reflected a definite critical taste, for European "art" films rather than Hollywood, and were addressed at a limited audience that shared this taste. The current festival, eclectic, ubiquitous, sadly reflects, more than anything else, the need to maximize a declining audience for cinema films.

Liz Heron previews the children's films on page 36.

Top: "Parting of the Ways" (Cuba) IC: A Nov 15, 16; centre: "Gonza the Spearman" (Japan) NFT tonight; above: "American Flyers" (US)

Radio

Television airing

In Devon Air's review of 50 years of British television, **We Bring You Live Pictures**, Kate Adie is reported as having said, "Once they see a camera I am no longer photographing the truth. I am photographing a performance laid on for my benefit." As the BBC's reporter in Libya at the time of the bombings, she cannot be too pleased to be reminded of those words if she did in fact say them.

That was just one of several clips that might have pleased Our Nan – in this hour-long and busy (not to say frenetic) feature made by the comparatively tiny Exeter-based ILR station. A local academic averred, "Journalists don't realize their power to influence the public out of all proportion." Robin Day was cynical about the way television news producers do: "We've got some bloody good pictures today. We've got some starving pot-bellied children, we've got some people lying all over the tarmac, mutilated, and that is a much better picture than is an explanation of an issue."

Other aspects of television were under attack in what was a far from adulatory celebration of "the tabloid medium". Of the first television commercial (for SR toothpaste): "Dull, long, static and slow." Of situation comedy: "The recipe for success: Repetition." There were other interesting contributions from Cecil Madden on the early days of BBC Television, Channel 4 on the ambivalence of its own early days ("There were some collectors's items") and such asides as why did it need ITV to jog the BBC into doing schools television.

All this was the patient work of researcher and writer Roger Mahony, who co-produced with narrator Ian Waugh. With many of the interviews reduced to a few seconds and backed by period music, it was fast-moving and distinctively "commercial" in style, a commercialism reinforced by the plugs for its sponsor, a television rental firm. Despite this tarnish, it was an extremely well crafted programme and deserved its airing on other ILR stations such as LBC, Clyde, Downtown and Hallam.

David Self

Session work

TSB Rock School Teachers' Workshop

This is the fourth year that Rock School's education people have taken to the roads to educate teachers in the latest developments in the sort of music that their pupils are likely to enjoy most, prior to getting under way to finding the best school rock band in Britain. In previous years, the workshops have attempted to give a grounding in pop listening, writing and playing. This year, the more ambitious one-day sessions are under the directorship of Cecil du Valle, a garrulous American whose musical experience includes professorships in electronic music and conducting and arranging for big name US soul performers. He's also taught high school, and it shows.

First, an illustrated lecture singing the praises of music as a serious and marketable skill, and explaining the terminology. MIDI – Musical Instrument Digital Interface is a key term here. It's the *lingua franca* for electronic instruments and computers, allowing them all to communicate with each other. A synthesiser without MIDI is as much use as an electric kettle without a plug.

Then, a gratifyingly untechnical demonstration of an eight-track computer music studio package, allowing tapeless mixing and dubbing, and finally, some "hands on" training on the impressive collection of keyboards, drum machines, portable recording equipment and computers.

A number of important points emerge. First, music teachers still need the excellent rock grounding provided in previous years. Second, as Du Valle is at great pains to point out, micro-tech music should be seen as an addition to, rather than a replacement of existing ways of teaching music. It's an addition that will be extremely useful in teaching the GCSE syllabus. Third, its main disadvantage at the moment is that systems are almost uniquely keyboard based. If you can't plug an instrument into MIDI, it won't play with computers. Finally, while music teaching has a legitimate claim to scarce school hardware, many music teachers will need some computer awareness style INSET as well as an increase in their budgets, before they can forge ahead in an exciting new direction in listening and playing – a direction which can bridge the gap between pop and serious music.

Nick Baker

Entries for the 7th Rock School Competition close at the end of this term. For more details ring 01-940 5688.

Hit-and-miss

Breaks For Young Bands. By Ed Berman.
Omnibus Press/Inter-Action in-Print, £3.95. 0 7119 0978 4.

This is a book no record company affiliated publisher would dare print. The reason is simple. The current system of hitmaking suits the pop industry just fine. Record companies and DJs receive thousands of cassette demos every month. They don't need to encourage any more. Only a tiny proportion get listened to; just enough to pick a few winners from. The industry doesn't have to cast its bread upon the waters: shoals of fish are already happy to gather at its banks, begging to be hooked.

Berman's book is designed to help young hopefuls readjust the balance of power, as well as giving some friendly advice to those who are content to keep their musical activity at hobby level. As such, it's an immensely useful addition to a school or college library, because although there is a growing enthusiasm for pop on the curriculum, there aren't enough teachers capable of advising students who approach them saying "Sir; we want to form a band".

Wince at Berman's deliberately youthful prose style (and his passion for exclamation marks!) if you like, but don't doubt that he's packed this well laid out little book with virtually all the basic information a young band needs, from advice on buying instruments (take an expert with you and don't go for false economy) to playing your first gig (persuade the "front line" bands you're supporting to let you use their amplification). The advice runs from the technical to the personal, and includes chapters on demo recordings, learning your instrument, and finding a place to practice and perform.

It's at this point that the old Inter-action philosophy emerges. Berman envisages a system where "Breaks Centres" are set up and run for and by young musicians, with both local authority and charitable backing where rehearsal rooms can be booked, gear hired, and where young bands can live in perfect constitutionalized and co-operative harmony. At the moment, there isn't a practical example to refer to.

However, Berman does provide an interview with a band from Hull called Indians In Moscow who have had a modicum of success (a *Top of the Pops* appearance and a record that sold over 30,000 copies), as well as an introduction by Sting and an interview with Captain Sensible – appropriately for an eminently sensible book.

N.B.

Bridlington's School's production for the end of this term is a musical play written by two teachers at the school. Mr Chris Bulman and Dr Robin Tait. As Bulman points out, it's a mild risk: "If we put on *Oklahoma* – as this school has – we attract people simply because it is that piece. If we put something new on, we have to pay that much harder to attract an audience."

What were his chief concerns when writing the libretto? "I try to have set-arias and plots which allow for a large number of speaking parts. I also try to write something that I wouldn't mind sitting through myself. The great thing about writing for school is that you know you *will* see the end product – motivation which a writer who might never see his work taken up just doesn't have."

Tait had never written such a large body of music before – about 500 sheets when all is finished, and an exhausting schedule of rehearsals. "The time-consuming activity is not conceiving the music, but rather the extraordinarily lengthy business of writing the short-score, arranging and writing out parts." He firmly believes that music teachers, like teachers in other creative arts, must be prepared to demonstrate by example. "I've made all sorts of blunders, but that's how you learn."

Bulman has been notably flexible with his script. With a fixed script, casting can be difficult if there are several enthusiastic pupils chasing the same part. He willingly writes up parts for those who would otherwise be disappointed.

The production involves pupils from all years, and there has been a certain amount of friction between pupils' academic commitments and their responsibilities to the production. This is a problem particularly affecting senior pupils, who tend to have major roles and heavy workloads. "It's a very difficult one," he said. Danuta Tomasz, English teacher i/c drama: "My sympathies are with both sides." But with active encouragement from the head, the production is seen as an important part of the school's overall curriculum. With well over 100 pupils and staff involved, the show's title 'Something Big', seems very appropriate.

Alan Barrell

New music

Huddersfield Contemporary Music Festival. November 17 – 26.

It's a two-way process, explains Richard Steinitz, artistic director of the Huddersfield Contemporary Music Festival. The festival sprang out of the Polytechnic and the Polytechnic feeds into the festival.

The Poly, with its music degree course geared to relevance and modernity, makes Huddersfield a natural venue for the highest annual concentration of new music outside London. A less obvious advantage – to Londoners at least – is the compactness of the town itself and the range of suitable concert halls all within walking distance of each other.

With one third of the festival's funding coming from the local authority of Kirklees there is no attempt to disguise the didactic element. Secondary pupils who have been working with the London Sinfonietta and composer Nigel Osborne will have a slot in the programme, and primaries and secondaries, together with the youth orchestra, will be performing works by this year's composer in residence, Witold Lutoslawski.

The opportunity to attend workshops and master classes by living composers is particularly valuable for the Poly's students of composition, and that means everyone except those following a performing course.

"We expect everything the students write to be performable" says George Pratt, professor of music. During the festival most classes are waived so that students can attend events such as the SPNM (Society for the Promotion of New Music) workshops led by British composer John Casken, culminating, as all the practical sessions, in concert designed to reflect the whole spectrum of recent output. How much difference does this "terrific injection of new music" make to the department? George Pratt thinks Huddersfield students are better informed and more objective about new music than their counterparts in universities and conservatoires.

Phil Ellis, who runs the electronic music studio at the Poly, looks forward to the day when students will come up from the sixth form confident in modern compositional methods. It is reassuring to know that composers such as Berio, Xenakis and Hans Werner Henze approve of the course. The studio has spawned one of the works for the concert of new music from northern composers Barrie Webb's Alcheringa for digeridoo and tape.

Esoteric, perhaps, but seats have to be filled and popular taste cannot be ignored. So at Huddersfield you will find the folk music of Eastern Europe and contemporary dance theatre from Futurities running alongside events for the cognoscenti, such as concerts devoted to the work of German polemical composers Lachenmann and Höller, Oboist Heinz Holliger is invited in a less familiar role as a composer, and, concurrent with the BBC Russian music season there is a chance to hear the work of Soviet composer Sofia Gubaidulina.

It can be difficult to persuade composers in residence of the necessity to keep their audiences in mind. At the final Lutoslawski concert (and Lutoslawski is, according to George Pratt, a composer who deserves to be more widely heard) a massive early work, the Concerto for Orchestra, will be performed as well as the Third Symphony – "rather like a meal with two main courses," commented the composer.

Richard Steinitz is at his most vocal when talking about the London contemporary music scene. He maintains that the Huddersfield festival is grossly underfunded by comparison with its London counterpart, the Almeida Festival, which receives double the funds and attracts a more specialist audience. His budget is £78,000, a figure which this year includes an input from the Goethe Institut who are funding the young German orchestra Ensemble Modern, and a contribution towards the cost of the London Sinfonietta.

In Europe, Darmstadt is the festival which comes closest to Huddersfield. Although it is less participatory it does enjoy active involvement from the community, due, thinks Richard Steinitz, to an education system which promotes questioning attitudes to music.

Still, the Poly is doing its best. And with over 900 applicants for 75 places, and a reluctance on the part of many of the students to leave when they have completed their course, it seems that no one is complaining.

Philippa Davidson

Muse and views

When teachers are made to reverse their roles and become pupils, the psychology of the classroom still operates at its most basic level. This was very much in evidence at the **Kent Literature Festival** recently, where a small group, led by Michael Baldwin (author of 25 books), met to consider the subject of Poetry in the Secondary School.

Basing his workshop on the premise that teachers best teach English when they are writers of English, we participated in a series of exercises that culminated in an attempt at writing a poem.

The "class" was like you would find in any school: the "leader", whose sophisticated imagination brought gripes and glum faces from the less successful; the genuinely shy pupil, in need of drawing out; the apparently shy, who nevertheless happens to have his latest three volumes of poems in his pocket; and even that exasperating pupil who never quite grasps exactly what is required.

A good teacher will "diffuse danger", says Baldwin, "show the pupil that success is not about winning but about getting the best out of yourself".

During his years of training teachers, writing "experiments" played an important part: extending "lies" (an easier concept to grasp than "images"), games with syllables and punctuation. "Teachers are not given the opportunity to develop their own creativity, usually due to curricular demands. Also, literature and literacy are nowadays being treated as specialist subjects. School is an unnatural place and it can be boring. Why not have fun with language?"

Carol Atkinson, a teacher at Southland's Comprehensive, New Romney, believes that the experience provides an important extra stimulus for the classroom. "It heightens a teacher's awareness of the demands you normally make on pupils, particularly regarding their having to work within time limits. And even if you don't always get ideas to use in the classroom, the fact that your own thinking is affected adds dimension to your teaching and stops you from becoming too routine-like."

Augustus John could not begin to sketch until he had done something drastic to his paper. Whatever helps you to focus the mind is, says Baldwin, a vital part of the writing process: drawing margins, underlining the title in three different colours of ink. Activity and play go together. We are all in agreement. Back in the classroom, we focus our minds with the aid of a little vino. The muse flows on . . . and on . . . and on . . .

Jaci Stephen

Television

Bar-B-Q him!

"I think someone like that is sick," was the Virginia State Prosecutor's verdict on Marie Deans, who fights to get legal representation for prisoners on death row, and so undo the hard legal work that put them there (**First Tuesday**, ITV, November 4). This rednecked supporter of retribution, who also believes that unpaid lawyers must accept such work for the publicity, appeared immediately after footage taken outside the prison during an execution, with crowds carrying banners reading "Bar-B-Q him!", while giving Nazi salutes: not, as Deans said, an image that the United States likes to project to the rest of the world. As for the State Prosecutor, he was shown up, or set up, according to your point of view, his defence of the State's penalty for murder appearing in a context where his criticism of Marie Deans seemed comparable to questioning the motives of Mother Theresa.

Talking about context, it was an odd piece of scheduling that put the final part of Channel 4's history of Zionism, **Pillar of Fire**, immediately after the first part of Mohammed Hussanein Heikal's biography of President Nasser (November 2). Heikal met Nasser when, as a young reporter, he was covering the first Arab-Israeli war and Nasser was gaining recognition as one of the few competent Egyptian generals in a disastrous campaign. After the revolution, Heikal enjoyed a unique relationship with the Egyptian leader and his weekly articles in *al-Ahram* were scrutinized in foreign ministries throughout the world, not for their unbiased opinions, but as a clue to Egyptian government thinking. His "personal biography" of Nasser promises anecdotes about the most influential Arab leader of modern times and a portrait of the region, 30 years after Suez.

Humphrey Spender holding a photo he took for Mass Observation

On the other channel, **The South Bank Show** (ITV, November 2) was still in death row (or was it skid row?) for a sad profile of Truman Capote, whose rich friends would gladly have Bar-B-Q'ed him to prevent publication of *Answered Prayers*. In fact, they need not have worried too much, since drink and drugs were doing the job of preventing the book from even being written. Capote's achievement was to realize that truth is as much a construct as fiction. Mass Observation set out, before and during the Second World War, to profile the British people and **Stranger Than Fiction** (Channel 4, November 3) was a fascinating account of their work, unfortunately relegated to the Eleventh Hour. Not only words, but photographs (Humphrey Spender, who needed an interpreter to understand English as spoken in Bolton) and paintings (Julian Trevelyan) contributed to the task of "spying on our own people", at times to the extent of hilling over courting couples in Blackpool to discover precisely what they were up to (not much, it appeared). When war broke out, the whole exercise took on more sinister overtones as the government realized its value for assessing morale. "I honestly thought it would make the world a better place," one mass observer remarked. Truman Capote would never have made that mistake.

With luck, Ian Potts's film will be back at a more reasonable time. It will, in any case, remain a valuable archive of information on the period, like so many of the programmes that the BBC has been reshoving to celebrate the fiftieth anniversary of television broadcasting. On November 5, they repeated **Gale Is Dead** (BBC2), a moving documentary which, after 16 years, still asks important questions about the nature of social welfare and the limits to the help that society can give to those who have been deprived of care and love. "It is those without power, without any hope of power, who understand more about life," John Berger said in a tribute to him on his sixtieth birthday (**Saturday Review**, BBC2, November 8). Too right, they do.

Robin Buss

Oilfired

BP Scholarship Winners Concert. Guildhall School of Music and Drama.

Oil is not the only resource in which British Petroleum has an investment, observed John Hosier, principal of GSMD, in praise of the Scholarship which in the six years since its inauguration has an impressive track record of helping young singers and instrumentalists along the road to a professional career.

Singers Susan Waters (soprano) and Simon Tonkin (baritone) made the best of putting across operatic lollipops without orchestra, costumes or scenery, and Ms Waters' maturity of voice and stage presence – no doubt helped by her recent performance as Fiordiligi in the Britten-Pears School production of *Cosi fan tutte* – brought warmth and life to "Bei zwei Männern" from *The Magic Flute*.

A rather dull Granados "Maiden and the Nightingale" did not really do justice to pianist Nigel Hill's undoubted talent; his rendering of "Triana" from the Iberia Suite was a repertoire; albeit a limited one, outside jazz. Saxophonist Kyle Horch (one of two American winners) offered two contrasting surprises from composers Paul Creston and the extraordinarily named Albert Potts III, whose Lyric Suite perfectly demonstrated the instrument's mellow lower register.

Michael Forrest's lyric tenor voice sounded fresh and unforced in two Rachmaninov songs, although his choice of that family favourite "You are my heart's delight" was surely a concession to the occasion.

This year a scholarship was awarded for the first time to a string quartet. The Jagdish Mistry Quartet delivered the Wolf Italian Serenade with considerable panache, easily coping with the work's technical demands and reveling in its distinctive blend of Palm Court and harmonic complexity.

PD

Flute note

The Flute Book (by Nancy Toff, David and Charles £25 0 7153 8771 5) focuses on the flute as it is studied and played today. As well as offering flautists (or flutists as the author prefers to call them) advice on breathing, tone, vibrato and other technical matters, the book also has a section devoted to repertoire from the Baroque era to modest times, in which individual works are analysed in context.

Repertoire lists (liable to become out of date), and information on choosing and caring for the flute make this a useful reference book, though its price and solid text may deter all but the most serious of teachers and students.

MEDIA

Auntie's fit of the jitters

Why has the BBC axed its schools drama on teenage homosexuality? Nick Baker questions the decision

"We believe it would now be difficult for many teachers to use these programmes in the manner intended"

"We believe it would now be difficult for many teachers to use these programmes in the manner intended," says the BBC about the axing of *Mates*, the two-part *Scene* drama about teenage homosexuality that was to have been broadcast in early February. Unfortunately, teachers will never know what that intention was, because of the peremptory "pulling" of the programmes from the schedules. Teachers and parents won't even be able to see for themselves because of the BBC's refusal to screen even a late-night showing of the programmes.

It's BBC Education's indecision, rather than cowardice, which is to blame for this sorry state of affairs. Presumably, they were gambling that the Lords' amendment to the Education Bill (on putting sex education in a moral or family context) in June – more than a month before *Mates* started shooting – would fail. The kindest interpretation is that they couldn't have foreseen the about-turn in sex education matters over the past year. The unkindest is that a programme from what's regarded as one of the flagships of Schools TV, and one which had been meticulously prepared and researched under the guidance of a leading child psychiatrist and the School Broadcasting Council, is being threatened by the spectre of Norman Tebbit waving a copy of *Jenny Lives With Eric and Martin*, the book about homosexuality used in some ILEA schools. However, the BBC insists that this is a decision entirely made by Schools Broadcasting, not one that has come from above. It's hard to imagine a situation, though, in which senior BBC management had been shown the film in the last two weeks and cleared it for broadcast.

Had it not been for *Jenny Lives With Eric and Martin*, and the current BBC versus Government rows, *Scene*'s excellent track record (with universally-admired dramas and documentaries on subjects like teenage pregnancy, football violence, and mental handicap) may well have carried the film through any possible row, and got it to our screens.

The idea for *Mates* came about some five years ago after Claire Rayner had presented a "Personal View" *Scene* on agony aunting, which briefly mentioned homosexual stereotypes. The response was sufficiently favourable to look at the possibility of doing a *Scene* on homosexuality. The School Broadcasting Council agreed that the subject warranted research. The first option, to make a documentary, was fraught with problems. To find a gay teenager who had "come out", meant finding one who was prepared to confess publicly that he'd broken the law. Those that were willing were radical, politicized teenagers that the *Scene* audience would find hard to relate to.

So the idea of a drama was mooted, and writer Leslie Stewart, a *Scene* favourite, was drafted in to write the script. Scripting was carefully monitored throughout by Dr Martyn Gay, consultant child and adolescent psychiatrist at Bristol's Royal Hospital for Sick Children, and changes were made on his advice. He also contributed to the teachers' notes. Dr Gay told *The TES* that his notes for teachers would "deal with some of their anxieties, help them to lend children in important areas and also to recognize some of the things that the youngsters might find particularly difficult to handle."

"The BBC insists that this is a decision entirely made by Schools Broadcasting, not one that has come from above"

The first episode includes a classroom scene which looks at popular prejudices, as well as stressing that homosexuality is illegal in some circumstances. Phil, who already has a girlfriend, seeks help from his teacher, who hasn't got much time for him. As episode one (entitled "Footballers Do It, Don't They?") goes on, Phil loses interest in his girlfriend and gravitates towards Matthew, who is presented as attractive to girls but confirmedly homosexual. Phil attempts to explain to his girlfriend, without success. Meanwhile Matthew is set on by anonymous attackers, and rejected by his father who finds out about his son's homosexuality.

In episode two, the relationship develops, as Phil and Matthew escape to the freedom of a tent pitched on a remote part of the south coast. There's an entirely unspecific scene in which the boys sleep together, including one brief kiss. "It's all right," says Matthew, twice. "I know it's all right," replies Phil. In the following scene, the boys are awoken and moved on by a scandalized policeman. The sequence emphasizes the illegality aspect (although, surprisingly, the policeman doesn't ask the boys how old they are).

One possible scripting idea rejected early in the film's planning was to have Phil "retrieved" at the end of the film by his girlfriend, thereby suggesting that he's abandoned homosexuality. Instead, the girlfriend goes down to the south coast to talk to Phil, but she leaves without him. The implication is that Phil has made his own choice.

It's clear from a reading of the script that one of its aims is to make the boys' characters engage the sympathies of a young audience, sufficiently to see problems from their point of view. In so doing, it attempts to undermine stereotyped conceptions of male homosexuals.

Filming of *Mates* took place in July, under conditions of some secrecy. One person who was consulted and given access to the script was the head teacher of the West London (Church of England) secondary school where the interior scenes were shot. She endorsed the play without hesitation. Casting of the two boys (neither of whom is gay "in real life") was careful to avoid effeminate stereotypes. Alternative versions of some scenes were shot so that, if necessary, the tone of the film could be adjusted in the editing room.

"Nothing in the new Education Act would make the film impossible to show in schools"

Would it be difficult for teachers to use *Mates* "in the manner intended" as the BBC puts it? Certainly, without the benefit of a viewing of the finished film, it's impossible to say. But it's worth stressing that nothing in the new Education Act would make the film impossible to show in schools. It definitely would need careful contextualization by teachers. Some might want to put it into perspective with the AIDS crisis, or look at the legal aspect. Many would want to keep it exclusively for sixth-form use. A video preview for governors and teachers would be essential. So would a late-night viewing for parents. Unfortunately, in what can only be seen as a fit of the jitters, the BBC has denied everyone the opportunity.

Arthur Miller

Downtown New York

SCHOOLS TELEVISION
English Files: A View from the Bridge
BBC, September – October.

All good things must come to an end. The problem with *A View from the Bridge*, which was a very good thing, was that it came to an end before a lot of us realized it had even started. The three-part adaptation of Arthur Miller's drama began at the end of September and was thus deprived of what programme planners call the "inherited audience" from previous units in the BBC's *English File* series.

Happy those schools who had got their off-air recording sorted out, however; they now possess a valuable resource for senior classes as well as those groups which might be studying the play for examination purposes. Teachers who propose using it with the former will probably have more fun for, as well as being a considerable work in its own right, *A View from the Bridge* also provides ample material for a study of American literature and even offers oblique comparisons with, say, *Othello*.

Both possibilities are well catered for in the new BBC production. Right from the opening shot, it pitches us into the thick of life in downtown New York. The action flows out of Eddie Carbone's building on to the pavement in a vast studio set which features a barber's pole, a fire hydrant and the inevitable yellow cab. But meanwhile the play takes us in the opposite direction – deeper and deeper into the claustrophobic tensions which pervade Eddie's apartment like the smell of stale food.

"As good a man as he had to be," like a Brooklyn Willie Loman, Eddie is out of his depth, wrestling with emotions he can barely articulate, let alone control. His wife's niece, he cannot help noticing, is getting curvy, and attracting the attentions of a "submariner" – one of two illegal immigrants holed up in the Carbone apartment. When she announces that she is going to marry him, something snaps within Eddie and precipitates the final tragedy, a messy sidewalk end for a man who, we are told, "never expected to have a destiny".

It is hardly a children's story, and the production does not pull its punches. Everything is as it should be – even if this does mean a slow and to modern eyes rather creaky first episode. But even that is sustained by the acting and production, which are first-rate throughout. Watch this space for details of the repeat, and order plenty of tissues in time for the final episode; even hardened classes are likely to need them.

Hugh David

Resources

This week's reviews are on page 36.

Drugs push

Michael Gordon on how one ITV region is dealing with the issue of drug abuse

TVS ACTION ON DRUGS
TVS Region only, November 9–21
The Drug In Question
November 9, 11.30pm
Catching Them Young
November 18, 3.00pm.

Why should individual ITV regions broadcast their own localized anti-drugs specials? Although drugs are a national problem, each region has its own specific concerns. TVS, for example, with its busy coastline, has smuggling to deal with, and a surprisingly large number of young drug users in towns like Brighton and Hastings.

Last week they launched their anti-drugs campaign on Sunday, with a quiz game, of all things. *The Drug In Question* featured a team of lay people (Shaw Taylor, athlete Donna Hartley and Tory MP Virginia Bottomley) in a scoreless competition against a trio of experts, including a senior policeman and a doctor specializing in drug-related matters. It was introduced by Kieran Prendeville.

As an ex-*That's Life!*, Prendeville was an appropriate choice. The programme was in the Esther Rantzen-inspired serious-matters-with-a-smile mould. Nothing wrong with that, as the main problem for disseminators of information about drugs is to make it interesting without making it too doom-laden. Thus the lay panel were able to demonstrate their all too proper ignorance of what drugs are and do.

In fact, the quiz format turned out to be a useful way of dealing comprehensively with all the drugs, including the legal ones (alcohol, caffeine and tobacco) as well as the "semi-legal" solvents and aerosols. The experts were on hand to give chapter and verse, and to add some dramatic colour. For example, heroin, ounce for ounce, is six times as valuable as gold, you can be charged with driving while impaired by drink and still be under the limit. The programme also stressed that the biggest killer drug in Britain is tobacco.

Tuesday's programme on drug education, *Catching Them Young*, asks the question "Should teachers shock, brainwash or cajole?" when dealing with the subject in the classroom. Of course, the answer is that they should do none of the above. After a brief history of drug education, starting with the straight, tamely-presented biological facts and working through the *Better Dead* shock treatment approach, the programme arrives at today's current wisdom, which is all to do with giving the facts and equipping pupils to say no in situations dominated by peer pressure which can urge them to say yes. In fact, one of the experts, Bill Rice of the respected TACADE (Teachers' Advisory Council on Alcohol and Drug Education), suggested that responsibility – to make informed choices – could become the fourth "R".

However, the classroom footage of how this fourth "R" is being taught at one school in Hampshire is rather stilted, and doesn't get to the heart of the successful personal and social education strategy which can be forceful without being patronizing. And I'd dearly like to see some sequences of Hampshire's drug education co-ordinator Sue Faulkner tackling the problems she reports about drug INSET. She says that teachers have to become aware of their own attitudes, values and beliefs before they can become effective in this most difficult of areas. At the two extremes are the traditionalists who find it hard to "let go" in the classroom and the Sixties-influenced teachers who may have liberal attitudes to soft drugs.

Other programmes this week include tonight's documentary on drug smuggling in the TVS region, Monday's phone-in, Thursday's programme about Britain's taste for alcohol, and finally, a forward-looking *Facing South Special* next Friday night.

There's also a free booklet, with addresses of relevant organizations, local and national.

Action on Drugs Booklet, *PO Box 123, Southampton SO9 7HH.*

briefings

radio & tv

For schools

CHOICES

NB (Monday-Tuesday, 00.30 VHF4)
A short series for senior pupils exploring opportunities for study and work between the ages of 14 and 18-plus. How do you choose for GCSE and A levels? What awaits you on a Youth Training Scheme or at College?

GENERAL STUDIES
(Mon 12.40, Fri 13.33 BBC2)
"Have a Drink" points out to 16 to 19-year-olds that alcohol is just as big a problem as drugs and just as addictive. Asks why the problem exists and what the consequences are.

NOW AND THEN
(Monday, 14.15 BBC2)
NEAR AND FAR
(Tuesday, 11.17 BBC2)
"Now and Then" encourages top juniors to look at changing landscapes, beginning with "the rise and fall of King Coal", which concentrates on the Rhondda Valley. "Near and Far" examines changes in the use of moorland in North Yorkshire.

DANCE WORKSHOP

NB (Wednesday-Friday, 00.30 VHF4)
A series to encourage 10 to 13-year-olds to make the most of body movements and rhythm when dancing.

FIRST STEPS IN DRAMA
(Thursday, 9.50 VHF4)
"Star Street Starship" is a fictional adventure to lead seven to nine-year-olds into the active world of drama.

SCENE
(Thurs 11.40, Fri 12.32 BBC2)
"Nuclear Power – Do We Have a Choice?" aims to set out the pros and cons for 14 to 16-year-olds in the wake of the Chernobyl disaster. Examines the safety of nuclear power and the alternatives.

MEDIA

Pass the parcel

David Self on a 'ZigZag' project which sets up links between primary schools in Britain and Europe

SCHOOLS TELEVISION
ZigZag: Winter Festivals
BBC2, Mondays 11am, Wednesdays 2.15pm from November 17.

"A school in Sheffield . . . and a school in Sweden. Sheffield and Sweden are over 1,000 kilometres apart, but last year they found a way of getting to know each other. Here's how it happened . . . " So begins the first of a new trio of programmes in the BBC's miscellany series, *ZigZag*, which is designed to stimulate project work with eight to 11-year-olds.

The idea for the programmes began with a Swedish experiment intended to help children learn about their contemporaries in other parts of the country through the exchange of parcels of toys, photographs, tapes and other artefacts illustrating their particular way of life. *ZigZag* has extended the idea by setting up links between three English schools and ones in Sweden, Holland and Finland. The making, posting and opening of the parcels they send each other is a central theme of the programmes and, as few of us can resist the excitement of undoing a parcel, they prove to be great fun.

This is not intended to be merely second-hand enjoyment. The producer, Tom Stanier, hopes that viewing schools will themselves want to be twinned with a European one, and so is setting up "a sort of glorified electronic marriage bureau" to pair up British schools with ones in the three other countries involved. Over 500 continental schools have already expressed interest.

The films communicate quite clearly, how "the hidden treasure of a parcel" can generate interest in a recipient school. It is through the contents of the parcels featured in the films that the unit of programmes develops its second aim – to illustrate the differing customs connected with winter festivals. For example, in the second programme, Watlington County Primary in Oxfordshire posts a parcel in celebration of Guy Fawkes and receives one from Holland containing items connected with Sinterklaas or St Nicholas. In the third programme, Colleton Primary School in Twyford and a school in Finland exchange Christmas parcels.

More immediately, in the first programme, we see how children in Sweden celebrate the festival of St Lucia on December 13. The combination of the feast day of an early Christian martyr and a pagan festival of light, it is marked by making saffron buns, singing a delightful song and wandering around with lighted candles on your head. It is also quite common for children to make a "surprise" visit, bringing buns and candles to their teacher's bedroom at seven o'clock on the morning in question. How about that as a condition of employment?

Any school wishing to be twinned with a European one should send a stamped A4 envelope to ZigZag (Europe), PO Box 98, East Molesey, Surrey KT8 0PE by January 10.

Children at Watlington Primary School prepare to send a Guy Fawkes to Dillenberg School in Rotterdam

Starter plays

SCHOOL RADIO
Taking Sides
BBC Radio 4 VHF,
September 14 and 15
Emergency cassette service available.

Thank God I'll never be a teenager again. Listening to *Taking Sides* it was all too easy to remember how excruciating "failure at sports" or being "an *individual divided* from the group by *money*" was. Michael Rosen's presentation balances nicely between the empathetic and avuncular, offering lots of territory for tutors and tutees in small personal/social skills groups.

The programme uses the "starter" format, in which short talks or playlets are recorded and listeners are encouraged to switch off and use the material for discussion at indicated points. Some of the issues covered are simply introduced by the humorous Mr Rosen, others are brought to life by secondary school pupils improvising dramatic situations. It may be helpful to use the leaflet and to persuade the group to explore improvisation for themselves.

Each topic is introduced by snazzy space-age music and each question signalled by a burst of the sound of classroom voices. "Fall in Sport" has Michael Rosen remembering how he yearned to excel at cross-country running and impress his hero, the Swiss games master. He went in for swimming and the bronze medallion. "Rivalry and Arguments in the Home" has girls from Brynossa High School, Wrexham, in Clwyd, improvising their conflict over what television programme (*EastEnders* or show jumping) they want to watch when Mum is out. "Conflict or Responsibility to Family and Friends" has boys from the same school dramatizing a boy's dilemma when he has to mind his baby brothers and possibly miss scouts. "The Individual Divided from the Group by Money" shows some boys from Forest Gate community school enacting the time-honoured theme of "up west and no money".

The second block of starters is focused away from the individual. "Friends Falling Out" reveals Michael Rosen's reminiscence of his boyhood friend cutting him for no special reason. "Losing Friends by Keeping Rules" again features the talented boys from Forest Gate dramatizing the conflict between sharing exam answers and being one of a more dubious crowd. The last in the series, "What's to Be Done", takes the issue of possible misuse of aggro chemicals and gears a brief discussion between the National Farmers' Union and Friends of the Earth to what an average young person might hope to contribute.

Victoria Neumark

RESOURCES

Valhalla November 15 and 16, 3.00pm ICA
Where the River Runs Black November 16, 4.00pm NFT1
Exploits at West Poley November 22 and 23, 3.00pm ICA
The Adventures of Chatran November 23, 4.00pm, NFT1
Frog Dreaming November 29, 4.15pm NFT1
School for Vandals November 30, 3.45pm NFT2

Comparison of cultures

As the London Film Festival opens, Liz Heron previews this year's films for children

Henry Thomas in 'Frog Dreaming'

The absence of space fiction and fantasy among the children's films at this year's London Film Festival suggests a move away from the genres that have held young audiences in thrall ever since the *Star Wars* cycle began. But there is still magic and mystery, with landscape and animals also featuring strongly. Like last year, six films are being screened, under the banner of Junior LFF, on the three weekends.

Frog Dreaming, the only one previewed ahead of the Festival's opening, also begins a season at the ICA in London just in time for Christmas, and will then be at selected cinemas elsewhere. An Australian production, directed by the British-born Brian Trenchard-Smith, it stars Henry Thomas, the young actor now familiar to children world-wide as ET's best friend. There are no extra-terrestrials, but the star's first appearance quite deliberately recalls the Spielberg blockbuster in a way that ensures *instant audience identification and sympathy*.

We first see the hero in a fast action sequence that involves cycling along a railway track. As he rushes headlong towards the lowered camera and his friends ride breakneck across-country we are taken back to the flying sequence in *ET*. This, of course, is a film about growing up, but the orphaned hero, Cody, has to sprout his own wings, and since his permissive and supportive guardian rarely clips them, he has to seek out his own rites of passage in lieu of rebellion.

The plot hinges on the mysterious heavings and bubblings at the centre of a pond deep in wild countryside, reputedly a haunted aboriginal site. A fisherman is found dead, apparently transfixed by something he saw, and events tally with Aboriginal legend about a spirit that cannot be looked at without risk of death. Cody investigates and fearlessly unravels the mystery.

Henry Thomas makes an engaging hero, and the film is worth seeing alone for the beautifully-photographed landscapes of southern Australia, rendered particularly atmospheric in the forest scenes where the exotic and dangerous *animals* along the children's trail are endowed with an awesome dignity. The suspense, very much in the *Jaws* tradition, is superbly and chillingly handled. There's also an admirable attempt to weld realism with a sense of strongly-rooted myth and magic that draws on the wisdom of another culture, although the Aboriginals are very much a background presence, impenetrably other. This is an entertaining film, gripping enough to sustain adult interest, as any film for this pre-teenage group should.

But the unfailing focus on Cody's super-heroic courage and his bright-spark ingenuity as an inventor irritates, for these seem more like post-lures imitative of the tough guy and the know-all rather than convincing attributes, and his triumphs put others too much in the shade. While the younger of his two sidekicks is a spirited prankster, her sister tends to shrink anxiously from adventure and her lack of initiative is hardly redeemed by a rebellious escape from repressive parents in the film's last few minutes. The occasional misogynist joke and the absence of sympathetic women characters make the film's identification wholly masculine.

Spectacular landscapes and a comparison of cultures also figure in Christopher Cain's *Where the River Runs Black*. This is a Hollywood production set in the Amazonian jungle and with an *enfant sauvage* theme – the story of an orphaned boy brought up by dolphins until the day he arrives at a Catholic mission. Described as "one of the most spectacular animal films ever made", the Japanese *The Adventures of Chatran* was filmed in a wildlife reserve and has a kitten as its central protagonist.

Both the Children's Film Unit and the Children's Film and Television Foundation are represented in the festival, the former with *School for Vandals*, which has elements of comedy and gothic intrigue; the latter with a rare literary adaptation. *Exploits at West Poley* is based on Thomas Hardy's only novel written for children. This adventure tale with its two boy heroes who get up to mischief is located in Somerset in 1850.

The closest audiences will get to extra-terrestrials with this year's bunch of films is in the Danish animation feature, *Valhalla*, whose subject is the exploits of the Norse god and their encounter with two human children.

Robin Buss previews the main festival on page 32

Hugh Daniel

Long life

Duracell Cells and Batteries
Teacher pack, £5.95
Contents: 15 student booklets, teacher's guide, filmstrip, commentary sheet, four task cards
Duracell Technical Division, Duracell House, Church Road, Lonfield Heath, Crawley, West Sussex.

My initial impression on opening the pack suggested that I was party to an advertising campaign, and paying £5.95 for the privilege of promoting a manufacturer's product, but not so.

The introduction to the student booklet tends to confuse the reader, with its combination of photograph, illustration and diagram, plus a number of differing type faces on A5 pages, but the remaining eight pages are well laid out and show clearly the principles and construction of primary and secondary cells (knowledge of which is required by most of the new GCSE, CDT and Technology syllabuses). The booklet also states the reasons why cells are joined either in series or parallel, but no mention is made of recent developments in rechargeable cells such as NiCad and Lithium.

The teacher's guide is an A4 two-paged pamphlet, describing possible teaching strategies for implementing the materials, with suggestions as to the age and ability range at which specific parts of the pack might be aimed. The filmstrip and accompanying commentary notes are well organized and allow the commentator to pose set questions while showing the stills.

The task cards are very good and will appeal to 13 to 16-year-olds. They contain problem-solving activities with a number of interesting design briefs that allow the student to cover a body of knowledge through practical work. A number of the briefs could form the basis for interesting projects in both upper and lower schools.

notes

ELECTRONIC BUILDING BLOCKS
Bloc-Tronic "D" is a series of electronic building blocks for children aged six and over, to introduce them to the rudiments of electronics.

The blocks are operated by a 9v battery, are flexible and have no sharp edges or points. Each incorporates a different electronic component and comes with an instruction manual that details over 160 experiments.

Bloc-Tronic "D" costs about £44.95 and is available from Systema (UK) Ltd, 12 Albury Close, Laverock Road, Reading RG3 1BB.

POWER TO THE PUPIL
Ever Ready, the battery and torch manufacturer, has produced a pack with accompanying teachers' notes, aimed at junior school teachers as an aid to the teaching of battery power and electricity. The pack is free and contains 12 project cards which are designed to lead the child from the first principles of electricity through to making battery-powered models and machines.

Single copies can be obtained free by sending a 34p stamped A4 envelope to Ever Ready Teachers' Pack, Ever Ready Education Services, 1–3 Spring Gardens, London SW1A 2BB (for larger orders a charge of £1 per copy is requested).

DISCOVERING NATURE
The Humane Education Centre has produced a second edition of the children's discovery guide to nature, "Nature in Your Town".

The book aims to stimulate interest in the multitude of wildlife to be found in the urban environment. It provides practical work for the 10–13 age group.

The guide is available from Humane Education Centre, Bounds Green Road, London N22 4EU, price £2.25.

In the mood

Ecouter
GCSE listening activities
Pack of 32 pupils' books, teacher's notes, C90 cassette, £45.50 inc
Edupub, Church Lane, Wigginton, York YO3 8PR.

"We need to teach pupils *how* to listen," say the authors of *Ecouter* in their introduction to the teacher's notes; and they go on to list and comment on four separate listening skills learners will need to acquire if they are to engage productively with the materials presented. The information might well have been included – in some form – in the pupils' books: they too will need to be made aware of the emphasis in GCSE on the breakdown of tasks into discrete skills.

But there is considerable success here. The listening activities encompass 16 settings common to most GCSE syllabuses, each one being exploited through a series of seven progressively more difficult activities. One problem with producing materials of this type is the authentic/artificial dilemma, but here, although the language is all scripted, there is rarely any hint of lines being read or of over-rehearsed conversations. And, while only a small number of voices is heard (as a consequence, learners will only encounter standard French), the speakers manage to convey the moods and attitudes of the different characters they take on.

A fair question to ask of such materials is what picture they build up of contemporary France. Within the constraints of explicitly exam-orientated materials, the average fourth or fifth-former is going to get not a fully-rounded view of France but certainly a series of accurate snapshots of how French life is lived, with his or her own age-related concerns coming into particularly sharp focus. A wide range of language, characteristic of such settings as Public Transport, Private Transport, Work Places, Doctors, Dentists, School and School Day should engage the learners' interests and provide something of a general cultural input. The activities themselves move from responses to "wh" questions in the earlier activities to surmising attitudes and summarizing arguments in the more advanced ones.

A residual worry is that the activities, perhaps even the whole approach, do not leave a great deal of scope for teaching. Inevitably, the bias is towards the kind of testing GCSE will bring, and this simply needs to be borne in mind. And, unhappily, the technical gremlins have got in: a number of unwanted stretches of speech have not been edited from the tape.

Tim Parke

Woodcuts

Woodwork Technology
Construction Skills Pack, £25
Edward Arnold Ltd, 41 Maddox Street, London W1.

In the near future, a vast number of textbooks will probably be superceded by the "blackline master" pack. The *Woodwork Technology Construction Skills Pack* is purely skills-based, and covers a great deal of ground in relation to construction skills and techniques in wood. But is there the need for such an intense approach to a single material? The new GCSE syllabuses do not allocate the time required that would allow teacher or student to do justice to it.

All the traditional woodworking techniques are covered, from cross-halving to lapped dovetail, frame and carcase construction, cut cupboard locks and butt hinges. The majority of schools probably have information of this nature readily available, if not in this particular form, then as a library of woodworking textbooks.

The vast majority of craft-related textbooks, for use by examination groups, tend to cover many materials, as this helps the student to see the integrated nature of Craft, Design and Technology, and how tools and material-based skills can be employed in solving a variety of problems.

Each sheet contains instructions as to the traditional tools and techniques needed to achieve a well-crafted timber construction. The layouts could have been more orderly, but perception improves with use. At the base of each are five questions enabling the user to assess their progress. The sheets are more likely to be used on CPVE or BTEC courses or on work-related further education courses.

A great deal of useful teaching material is contained within the pack, but, as it stands, a large number of the 46 sheets would remain unused, as those involved with teaching CDT in the future will have to be very selective as to the content of their teaching materials in relation to i.e.s. examination syllabuses.

Cat's Eyes by Timothy Johnson, aged 8, of Moorfield Junior School, Bridlington in Yorkshire, and Helena in Pastels by Sarah Choonan, of Furzedown School, Wolham Road, Tooting in London are two of the entries to Cadbury's very impressive National Exhibition of Children's Art, the largest display of art, craft and poetry by children and young people in the world. The exhibition is at the Royal Festival Hall until December 7, after which it will tour the country. There are 800 exhibits – mostly paintings, but also some poetry, ceramics and sculpture – by children aged from four to 18. During 1986/7 the exhibition will visit Swansea, Belfast, Oldham, Hull, Dundee and Belfast; entry is free.

Children's Books III

Celebrating two thousand titles

Queen Puffin

DAVID SELF

"Every children's author wanted to be Puffin-ed." If that is no longer quite as true as it once was, it was certainly the case during the golden years of children's publishing when it was also a notable tribute to "Queen Puffin". Earlier this year, Penguin Books gave a dinner to celebrate her silver jubilee in children's publishing and (despite) her modest denials) it is quite fitting that the two thousandth Puffin should be her compilation of extracts from 50 favourite stories, *I Like This Story*.

If proof was ever needed, Kaye Webb's achievements show that to be a good editor is to be creative and not merely efficient. By the age of 15, she was working for *Mickey Mouse Weekly*, answering children's letters at 2d a time. As "George", she performed a similar task for the pre-war *Picture Goer* and then applied for the job of "lady editor" of *Caravan World*. Without ever having been in a caravan, she got the job. Journalism was in her blood. Her father worked on the *Daily Herald*, her mother was drama critic for the *Irish Times*.

When she moved on to Hulton Publications, she was a little miffed to find she was at first "only" a secretary. Then the war started and many of the men were called up. Kaye Webb was rapidly promoted. She worked on *Picture Post* and eventually became assistant editor of *Lilliput*. My own memories of that magazine are childhood ones of going with my mother each month to post it away to my father and of sensing that that particular copy would be read by half the British Liberation Army. Last year, Century Hutchinson published her anthology, *Lilliput Goes To War*. It proves why the magazine was so popular: literate, witty and stylish without being pretentious. (*Lilliput Goes to War* is incidentally an obvious Christmas present for anyone who might remember the magazine. It is also an informative picture of the war as seen through the eyes of what Kaye Webb then thought of as "the duffel coat brigade".)

In the 50s, she freelanced and edited a children's magazine which I remember as a cross between a civilised *Boy's Own Paper* and the *Illustrated London News*. *The Elizabethan*'s main appeal was perhaps to young members of Boots Circulating Library and to grammar school children given to browsing in bookshops. She also found time to bring up her family and to compile a collection of her husband's cartoons, *The St Trinian's Story*.

In 1961 the then Mrs Ronald Searle joined Penguin as editor of their Puffin Story Books series. It had started back in 1941 and its editor for those 20 years had been Eleanor Graham. She had published about 150 titles. "It was an admirable list," says Kaye Webb, "but the covers were awful." Allen Lane, the founder of Penguins, seems to have simply "tolerated" the series, putting little money into it and paying it even less attention. His biographer, J E P Morpurgo, is franker. "He suspected that the list was conventional, even 'fuddy-duddy'."

While Kaye Webb admits her ignorance about children's books at that time, she nevertheless knew her priorities. "I went from one bookshop to another. I'd say, 'Where are the Puffins?' and they'd look vague." She decided she must get Puffins known as a series. She also needed to learn what to publish. "I went into libraries to see which books children actually borrowed for themselves. I read all that had been written about children's reading." Then she persuaded Allen Lane to let her publish more books and to improve their covers.

In her first five years at Penguin, she increased the number of Puffins published by 50 per cent and increased sales by 300 per cent with titles such as *Mary Poppins*, *The Hundred and One Dalmations* and *A Bear Called Paddington*. Allen Lane began to take interest. According to Morpurgo, he now saw Puffins as "the persuaders, the educators, the means to establish the firm's corps of future Penguin readers". He supported his editor's pleas to keep their prices as low as possible. As she recalls, "The really great thing about Allen Lane was that he didn't try to make money out of Puffins. He honestly used to say, 'Swings and roundabouts. We're making readers, that's the main thing.'"

All this coincided with the explosion in children's fiction. Suddenly there were new, good writers. School bookshops were starting up, there was money for libraries and Kaye Webb was proving she had a sure touch in selecting titles. She now knew exactly what she was after. "A child must feel that their expectation has been increased . . . A book must be honest, true; not facile." She has developed her creed in a foreword to a Puffin catalogue. "We spread a wide net, insisting on genuine invention, integrity, quality of writing and an ability to communicate with the young."

The Puffin empire began to expand. The Young Puffins, New Puffin Picture Books and Peacocks (a less successful series for older readers) all had their distinctive, colourful styles. All were promoted by her instinct for good publicity. There was the "Nuffin like a Puffin" jingle and then the Puffin Club, something she had long hankered after. Management was less keen. When she mentioned the idea at a sales conference, the reps applauded. "Looks as if Kaye's got her club," said the sales manager. Within five years, a hundred thousand members had enrol-

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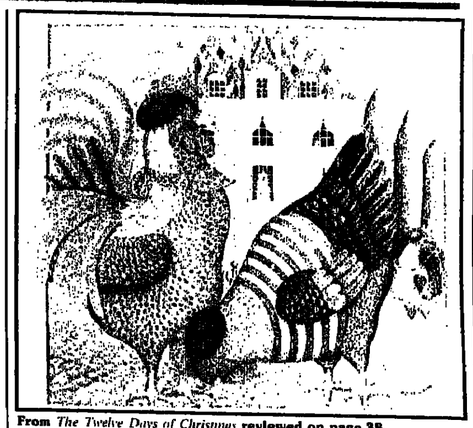

From *The Twelve Days of Christmas* reviewed on page 38.

The £7,000 grand prix winner of this year's **Smarties Prize for Children's Books** is Jenny Nimmo for her magical fantasy *The Snow Spider*, published by Methuen in their Pied Piper series at £5.50. This also won £1,000 in the 7–11 section. Winner of £1,000 in the under 6 category was Geoffrey Patterson for *The Goose that Laid the Golden Egg* (Deutsch £5.95). The £1,000 prize for "innovation" was shared between Cape's *Mirrorstone* (£7.95) which uses holographs, and *Village Heritage* Alan Sutton £10.95) by Miss Pinnell and the children of Sapperton School which tells the history of Sapperton in the Cotswolds. The panel of judges for 1986, the second year of the prize, were author and headteacher Bernard Ashley, Fiocla Benjamin, Roger McGough, Bing Taylor, one of the founders of *The Good Book Guide to Children's Books* and Judy Taylor, whose biography of Beatrix Potter is reviewed on page 44.

The shortlist for the **Emil/Kurt Maschler Award** for "a children's book in which text and illustration are both excellent and perfectly harmonious" has been chosen from 104 entries. They are *The Jolly Postman* by Janet and Allan Ahlberg (Heinemann £5.95), *Where's Julius?* by John Burningham (Cape £5.95), *Early in the Morning* by Charles Causely with music by Anthony Castro and illustrations by Michael Foreman (Viking Kestrel £7.95), *The Rain Door* by Russell Hoban, illustrated by Quentin Blake (Gollancz £5.95), *The Doorbell Rang* by Pat Hutchins (Bodley Head £5.25) and *Stanley Bagshaw and the Short-sighted Football Trainer* by Bob Wilson (Hamish Hamilton £6.50). The winner, to be announced on November 20, will receive £1,000 and a bronze statue of Emil, Erich Kaestner's famous character.

The winner of the Children's Category of the **Whitbread Award** is *The Coal House* by Andrew Taylor (Collins £5.95)

Faber and Faber, the *Guardian* and BBC Television's *Jackanory* announce a new book prize, to be awarded to the author of a children's story for seven to eleven-year-olds. Only previously unpublished authors may enter. The winning author will receive £2,500 and the winning entry will be published by Faber and Faber and produced on *Jackanory*. The panel of judges will include Stephanie Nettell, children's books editor of the *Guardian*, Angela Beeching, executive producer of *Jackanory*, and Gene Kemp, well-known children's author and winner of the Carnegie Medal and the Other Award.

Entries should be between 20,000 and 30,000 words in length, typed on one side of the paper in double spacing: no handwritten entries will be considered. The closing date for submissions is May 30, 1987, and no late entries will be eligible. The winner of the competition will be announced on the Children's Book Page in the *Guardian* and on BBC Television in September 1987. Entry forms may be obtained from Faber and Faber, "Children's Book Competition", 3 Queen Square, London WC1N 3AU, on receipt of a stamped addressed envelope.

EXTRA

But once a year . . .

Christmas fare

GERALD HAIGH

It is still, thank goodness, very much a matter of cats, bunnies, snow, pudding and assisting ragged orphans. The Laser Cruncher Hyper Space Drive Book of Christmas is still not with us. Long may it stay away.

For younger children, furry animals are obviously thought to be the thing, and it would probably be tasteless to bring up the matter of the countless Christmas puppies abandoned by January 10. Catherine Stock's Crumble (**Crumble the Christmas Cat**, Macdonald £2.95) is a stray cat which adopts a family on Christmas day, and behaves acceptably mischievously. Peggy Blakeley's cat hero (**Christmas Cat**, A and C Black, £5.95) rather more ambitiously adopts the Three Kings and accompanies them to the stable. A Vesey's Thomas in **Thomas and the Christmas Presents** (Methuen, £4.95) is a mischievous little fellow with pyjamas and fully dressed parents, for this is a story in the full anthropomorphic style.

"How DARE you Thomas!" said his father.

"How COULD you Thomas!" said his mother.

All three will be enjoyed by small children at home or at school, as will Holly Keller's **A Bear for Christmas** (Julia MacRae, £4.95) which is in the same basic style – pictures with simple text – but which I warmed to a bit more because of the story, in which two children discover one of their hidden presents and damage it in peeking. How the children react to this is dealt with very sensitively within the limits of a simple book. I like the lively pictures, too.

Spot's First Christmas by Eric Hill (Puffin £3.50) is a real charmer – exceedingly simple and yet lively text in a huge typeface; colourful pictures, and little windows and doors to open. I cannot wait to find an unsuspecting toddler to share it with. There is virtually no lower age limit to this book, and quite advanced readers will still enjoy it.

Having had feline anthropomorphism, in **Three Little Rabbits' Christmas** by Marie Henry and Ruth McCarthy (Heinemann £5.95) and **Christmas Secrets** by Ann Schweninger (Puffin, £1.75), we are treated to the flopsy variety. Both are crammed with lots of cuddly baby bunnies – well we all know about rabbits don't we? – and both lead up to a climactic time around the tree. The first has text and pictures arranged attractively around each page. The latter has pictures with speech bubbles, a device which somehow adds to the tweeness of it all.

The Animals' Christmas (Catherine Gardam, Julie MacRae £5.95) is far from anthropomorphic. It tells, in words and atmospheric pictures, of a miraculous happening in a country church. Although a simple story it will appeal across a wide age range.

For real charm, as opposed to tweeness, you might well go to **James and the Father Christmases** by Ute Krause (Methuen £5.50), in which the world's santas, miffed at an outbreak of unbelief, take off to the sun and retirement. There is a delicious illustration of them all sunbathing – beards, dark glasses and white torsos. A delightful book, this, and beautifully produced.

For the seven to tens, there is **The World of Christmas** (Isabella Bossi Fedrigotti, Macdonald £3.95), which explains, in story form, some of the more well known Christmas traditions.

Junior children, will also like **A Child is Born** by Jindra Capek (Dent £5.95) which takes the well used idea of the Wise Men calling on an unsuspecting shepherd boy, who in due course shares their quest. The story is well and simply told in folk style with lavish illustrations.

The Best Christmas by Lee Kingman (Julia MacRae £3.95) is an American story, a nice tearjerker about a family facing Christmas with a loved one away at sea, and is now revised and published here for the first time. It will appeal to most middle and upper juniors. **A Problem for Mother Christmas** by Ted Willis (Gollancz £5.95), for the same or perhaps a slightly younger age group, is an absorbing fantasy adventure in which real events and places mingle with others whose reality is of a different kind.

"Bless my boots", said Father Christmas. "You don't have to call me sir. Father Christmas will do."

Malcolm Saville's **Wings over Witchend** (Goodchild £6.95) is another in the series of Lone Pine adventures. It is a Christmas Holiday adventure set in the Long Mynd area of Shropshire, and it involves gliding and the foiling of tree robbers in the pine forest. This is a very good read for children in the 11 to 13 age range – an absorbing detective adventure with young heroes, in the best tradition of such stories.

Also for older juniors or young teenagers, though it could be read aloud to younger children, is Ivan Southall's **Christmas in the Tree** (Hodder and Stoughton £6.95). This is a fantasy in which Jonathan and his friend Zoe put a spell on Father Christmas, discovering in the process that interference with magic can bring problems. The important feature of this book is the style, which is very self conscious. "He can fill the world with his name, with the cry of it shouted into the trees and over the sea . . . " This is clearly seen by the author as an attribute, though it should be at least considered that some authors, when they find themselves writing like this, go away and have a brandy and try again next day.

Jeremy Lloyd's **Captain Cat and the Carol Singers** (Faber £7.95) fits no category at all. It is a narrative poem in Captain Beaky style:

Having got the bells to ring,
He dusted off the pews,
Polished up the organ,
And had a little snooze.

You either love it or you run off screaming. If you can stand it, you read on and find that the poem is a framework for ten Christmas carols, nine traditional and one original, which are given with both words and music. The whole could quite easily be performed.

Two anthologies, **The Puffin Book of Christmas Stories** (edited by Sara and Stephen Corrin, £2.50) and **An Oxford Book of Christmas Stories** (compiled by Dennis Pepper, £7.95) offer, between them, 45 excellent tales – old ones, new ones, loved ones, neglected ones, as Semprini used to say – with absolutely no duplication between the two books. Buy them both and be thankful! They will appeal to children and adults from about ten upwards.

Teachers looking for something fresh in the way of classroom Christmas ideas ought to get Sue Nicholls' compilation **Christmas Tinderbox** (A and C Black, £6.95) which is a very good teaching anthology, including songs as well as prose, poetry and ideas.

The Happy Christmas Book compiled by Alison Sage and Helen Wise (Scholastic £1.95) is a cheap and cheerful collection of things to read and things to do – a good pre-Christmas present or a special item for the school bookshop. **The Christmas Treasury** (Kingfisher, £7.95) is an expensive anthology compared with some of the others, but the format is large and there are good colour pictures.

And finally, four classics, Gian Carlo Menotti has now given us **Amahl and the Night Visitors** (Faber £5.95) in book form. It reads as melodiously as the opera, and the book is beautifully produced.

Sophie Windham's rendering of the folk-carol **The Twelve Days of Christmas** (Macmillan £6.50) is entirely charming, with superbly designed and illustrated pages and beguiling windows to open. I particularly like the eleven dancing ladies.

"Marley was dead, to begin with. There is no doubt whatever about that." Did Dickens write that? No, what he wrote was. "Old Marley was dead, dead as a doornail. Did Scrooge know he was dead? Of course he did." Beware of this **A Christmas Carol** (Blackie £4.50), for it is that dreaded thing, an adaptation, a kind of "Good News Bible" version of the Dickens story. Well, at least the author is not alive to see it.

After that, thank goodness for Dylan Thomas and for Dent, who have given us this irresistible Andrizzone-illustrated inexpensive (£2.95) edition of **A Child's Christmas in Wales**. Read it, share it with your children, and be once again content at the blessed season.

Folk set

Imagine That! Edited by Sara and Stephen Corrin.
Faber £6.95. 571 13843 8.

It was Dr Johnson who said, "Babies do not want to hear about babies; they like to be told of giants and castles, and of somewhat which can stretch and stimulate their little minds." If you accept that and do not wish to limit children to the mundane, the familiar *and the contemporary then you will welcome this new collection of mainly traditional folk tales from the prolific* anthologists, Sara and Stephen Corrin.

The stories come from both western and eastern Europe, from Africa, China and "Arabia". There is humour as well as magic here and, in an agreeable number of the tales, evil is defeated and good triumphs through human ingenuity. In a Czech tale, "The Clever Peasant Girl", it is the girl's intelligence that defeats the corrupt practices of the local judge. She goes on to marry him and to take his job. Similarly an African youth, Onsongo, uses his brains to outwit the Masai and to capture enough cattle to form a dowry for the girl of his heart. Just occasionally we even get something of a rarity for a folk tale: a character who is not totally good or totally evil.

The tales have their distinctive tones, nicely matched by Jill Bennett's elegant drawings and silhouettes, each pleasantly in keeping with its story. Some may find it irredeemably middle-class (it is at times a little arch) but the stories do read aloud extremely well.

David Self

Magic country

Howl's Moving Castle. By Diana Wynne Jones.
Methuen £7.95. 416 61590 2

Diana Wynne Jones writes fantasy as John Dickson Carr used to write detective stories – as a form of man-man's flytrap. In *Archer's Goon*, her most satisfying work so far, the mechanism is so perfectly constructed that the reader is constantly surprised, yet can see at the end the complete fairness of every step. *Howl's Moving Castle* is not such a finely honed device, though still a compelling read.

It's obvious from an early stage to the reader, though not to the heroine Sophie, that she does have magic powers, in spite of the disadvantage of being the eldest of three sisters in an alternative universe where magic is commonplace; this – the central character's realisation of potentiality – has been Diana Wynne Jones's constant underlying theme for some years, though the character concerned is usually a boy. And once we discover that the dreaded Wizard Howl is the young man with a "bony, sophisticated face" who had tried to chat her up before her transformation into an old woman, we predict the ending. So more is given away.

But, on the other hand, the slightly hurried though splendidly exciting final scenes don't make the reader quite secure enough *in the explanations*: yes, the skull and the scarecrow and the dog-man *do* fit together, but not quite convincingly, and is the disguise of the Witch's fire demon altogether fair? I didn't ask that about the Goon.

My biggest anxiety about a book which still gave me enormous pleasure for its inventiveness, warmth and elegant writing is one about intended readership. Like Howl's face, this fairytale is distinctly sophisticated, might readers old enough to appreciate it be too old to admit to reading fairytales? Unlike Margaret Mahy's *The Changeover*, with which it has certain affinities, this story is unequivocally set in magic country (with a brief visit to Wales). Certainly the author has trained her readership, but it would be sad if new potential readers were excluded from this enchanted world.

Audrey Lashi

continued from previous page

led. The Club still has that number of members – but in school groups alone. There are some 40,000 individual members as well. Through its magazine, *Puffin Post*; through exhibitions, parties, pageants, films and competitions, the Club has kept publishers and (perhaps more importantly) writers in touch with readers – while introducing the latter to the authors.

The 70s saw more examples of her editorial sense. She snapped up *Watership Down*, published Ursula Le Guin, *A Dog So Small* and *Charlie and the Chocolate Factory*. But this was a less happy decade. The money men moved in, not just at Puffin. Particularly in the last few years, children's publishing has become (partly because of its own success) big business. It sees children not as readers to be catered for but as consumers with money to be prised out of their pockets. Turnover counts. Consequently it offers them (and adults buying books on their behalf) more and more of the familiar. "We seem to have forgotten that children are naturally dependent, relying on us to find and provide them with books that not only give them pleasure, but offer insights."

Just how many books are being published for children can be judged from the fact that when Kaye Webb retired from Puffin in 1979 ("I couldn't stop crying when I had to give up the Club"), one of her last titles was her own *I Like This Poem*. It was Puffin No.1295. Seven short years later we have reached 2000. Despite its cheapo cover, *I Like This Story* is a noble book that stands out above the crowd. Its 50 extracts are carefully chosen: satisfying yet titillating. They will widen many children's reading and the book will become a teacher's standby. However there is only so much room in any book and I suspect there will be many authors saddened at not being Puffin-ed in this particular collection. Even so it confirms the truth of a memo written by Allen Lane: "Kaye Webb is not only a GREAT EDITOR but a GREAT PUBLISHER."

DS

I Like This Story. Compiled by Kaye Webb. Puffin, £2.95. Id 032000 8.

EXTRA

Post-nuclear tales

Future shock

JAN MARK

Breaking Glass. By Brian Morse.
Lutterworth Press £6.95. 0 7188 2648 5
The Others. By Alison Prince.
Methuen £7.95. 0 416 59540 5
The Warriors of Taan. By Louise Lawrence.
Bodley Head £4.50. 0 370 307151

One of the chief pleasures of writing science fiction or fantasy must be the sense of freedom conferred by these genres to invent not only a story but also the environment in which it unfolds. Many writers have added punch to a plain tale of human – or android – endeavour by setting it 500 years hence or on the far side of the Galaxy. These three novels usefully illustrate the necessity of knowing thoroughly the physical and political geography of one's story, and the culture and technology of the characters therein; State of the Nation coupled with State of the Art.

All are set in the future, a future, in which bombs are being dropped or have been dropped. *Breaking Glass* by Brian Morse portrays an England of the very near future, partitioned as the result of a nuclear spat between the Superpowers. The Americans have withdrawn, Russians occupy the Home Counties. The British Government, evidently in the hands of the one party prepared to defend itself, thwarted in its demand for the return of the sequestered counties, launches its few missiles at the Eastern Bloc. Moscow retaliates with a bacteriological bomb on Leicester.

As in Well's *War of the Worlds* the device of the unthinkable inflicted on the familiar lends unsettling conviction to the plot. The early scenes of panic and evacuation as the population of the Midlands stampedes westward, are very well done; fast-moving and brutally spare, but this economy does the author and his story an ultimate disservice. As the plot develops, so it ceases to develop; the terseness eventually reduces the story to the status of a synopsis, insufficient to sustain the two disparate voices that carry the narrative. Much is suggested, little expanded. It is one of the rare instances where this reader ends up not merely wanting a sequel but needing one. *Breaking Glass* deals interestingly with moral anaesthesia, although some may question the morality of casting the Russians so uncompromisingly as the bomb droppers, albeit for once taking the heat off the Germans, conventionally The Enemy in children's minds and who, after all, have not dropped anything on us for a very long time. (The Russians have not yet dropped anything on us at all.) It may be this problem of selecting an adversary that inclines writers to invent The Enemy, or at least to denationalize him.

In *The Others*, Alison Prince leaves her holocaust far in the past, concentrating on the subsequent civilization which has developed genetic interference to a stage where all levels of the working population, confined in an underground city, are prenatally adapted for their determined functions in life; convincing in the fields of muscular and mental development, less so in the case of the hero, Ergo, a gardener, whose hair makes serviceable green twine, or his father, a cook, with a spoon instead of an index finger. The urge, endemic in science fiction, to give people unusual names, works well enough among The Others, of Chinese extraction, but leads elsewhere to such curious remarks as: "Ergo, this is Annu Herron . . . Cat's mother."

It is a neat touch that Ergo, when he finally breaks out to infiltrate the manipulative Others, should discover that the quality of life among the ruling classes is comparable to that of certain parts of London after dark. Less successful is the business of genetic engineering. The workers, white- and blue-collared, are conditioned by implanted electrodes to contentment with their lot. The malcontents are either "freebrains" or "GUF" from Genetic Unpredictability Factor. There is much talk of guffness, perhaps a dangerous concept to implant in the brain of the reader.

This is a novel about conspiracy to subvert a system, as is *The Warriors of Tuan*, by Louise Lawrence. Here is an unexceptionable story creaking along on well-oiled clichés through a mish-mash of bizarre names, unrealized topography and feminist sermonizing. The women of Taan have readjusted to a lunar cycle of ovulation and thus aligned stand about among the moon-bells delivering aphorisms: "Women who are not competitive are obliged to compete or else accept subservience." ". . . masculine drive for supremacy was translated into social terms and formed the basis of hierarchical structuring."

We are among serious people here, as illustrated by the fact that they eschew apostrophes. No one ever says can't or won't. Elana, the heroine, is a trainee healer, up against "Male hormones: the chemicals in our blood that make us aggressive." This utterance from a layman although the top physician, Halmundus, has scarcely progressed beyond decoctions of bugwort. Halmundus is awash with male hormones and Elana's battle to gain his approval veers perilously close to hospital romance at times, as when Elana rebels against this domineering chauvinist. "There was laughter in his eyes, a mocking fondness, as if after all this time she had finally delighted him . . . " *I half expected the swine to slap his thigh and roar, "By Jove, I like a gal with spirit!"*

Slick and slim

Sylvia Plath's delightful catalogue of desirable beds ("... A Bed for Fishing / A Bed for Cats / A Bed for a Troupe of / Acrobats . . .") with apt illustrations by Quentin Blake is now available in paperback. *The Bed Book* **Faber £1.95.**

To the making of verse anthologies for children there is, nowadays, no end. I think back to the shelves from which I worked at a secondary modern in Islington, 30 and more years ago, and feel intense retrospective envy. Is it possible that I was dependent once on a volume, not so much slim as scraggy, called *100 Best Poems for Boys*, and that I'd have had to march my class half a mile to our sister school for a glance at the companion volume, *100 Best Poems for Girls*?

And the particularity of subject becomes very fine, indeed. So Faber subdivide verse that chills into that inspired by ghosts, and that inspired by monsters. Oxford devote a whole book to space, and another to food. And Roger McGough, who is by proxy a usefully bizarre member of the English staff of many schools, has put together a volume in properly large print designed, as you'd expect from him, to many shades of comedy.

Of them all, **A Packet of Poems** (Oxford University Press £2.50); "freshly picked by Jill Bennett and garnished by Paddy Mounter" (the packet in question being a cereal packet), is perhaps the most wantonly central to the interests of the young. I can't be the only teacher who discovered that you could silence the most fractious by reading aloud a description of a meal. At the heart of the collection is, of course, that early uninhibited celebration of esurience, "Beautiful Soup".

I set about reviewing these books in the company of my nine-year-old grandson, Sam, who was much struck by an anonymous item: "Through the storm, / Here it comes. / Given his name, he was, fairly modestly, impressed by the number of Sams associated, in verse, with a jubilant approach to food. I noticed that as we sat side by side, reading aloud, he chose little poems rather than longer ones (making an eloquent meal of the limerick about the old woman of Ryde, who fatally ate those green apples), but was delighted most of all by a long one: the splendid Shel Silverstein's "Hungry Mungry" about a boy who, starting with one spectacular meal in an earthly kitchen, ended by consuming the universe. Sam left the reading of that to me, and could hardly contain his admiration for the poet. But then if it had been up to us, since we came across Shel Silverstein's *Where the Sidewalk Ends* (and despite the respect we share for *The Iron Man*), Mr S, all problems of nationality aside, would have been Poet Laureate.

This is an excellent collection and rightly the illustrations are broad in their comedy. **Spaceways** (Oxford University Press £5.95) is at once more sober, more uncertain, and richer. The exultation, terror and comedy of man's involvement in space are brought together in a way that would make any child thoughtful. The book is well illustrated, though I wish a single artist had tried to unite within his or her style the extremes of mirth and wonder and apprehension. Sam was struck by a poem of Ian Crichton Smith's, in which an earthman amazed at the appearance of, perhaps, a Martian, understands that the Martian might be amazed at the appearance of an earthman. Good poems stop small children in their tracks.

The most elegant collections are the two from Faber, **Amazing Monsters** and **Haunting Verse**, £2.95 each, the verse handsomely occupying the page, the black and white illustrations being the consistent work of Rowena Allen. What is particularly interesting is how a poem of Thomas Hood's, "A Quadrupedrenian Song", sits easily side by side with a poem by Jack Prelutsky. Good anthologies help to abolish the sensation of distance between old poets and new ones. I have to report, of *Amazing Monsters* in particular and these volumes in general, that (Shel Silverstein aside) Sam experienced his most instant satisfaction from poems by Spike Milligan, master of the comically immediate.

Roger McGough describes the two poles of the comic verse he's assembled (**The Kingfisher Book of Comic Verse**, £6.95) as "scary" and "plain silly". He has seven Milligans, three Silversteins, seven Max Fatchens, six Kit Wrights, three Michael Rosens (that modern and most rewarding pillar of such anthologies), five Brian Patteens and eight Ogden Nashes. My one quarrel with Mr McGough arises from his including two poems only from the Caribbean, that home of laughter. Anyway, Sam took this book away with him, having extracted a promise that I'd keep the others handy, on future visits, for the occasional shared recital, in which he would continue to specialise in the limericks and four-liners, and I to bear the burden of the epics.

Edward Blishen

EXTRA

Fantasy in pictures

Dream journeys

NAOMI LEWIS

Like the jungle people who accepted aeroplanes but feared the railway, children set their own line between the real and the magic, a line that is neither straight nor easy to find. The books below, in their differing ways, nil give a nod of assent to the truth of this. Though the word fantasy could be applied to all, it takes in not only monsters, ghosts and dreams, but the comedy of nonsense, the problem of the wish, the necessity of imagination. It is for the last that I include **The Gift** by Doreen Roberts (Methuen £5.95). A boy lives with his grandmother in a lonely cottage by the sea. They work hard, growing their own vegetables in a small patch of windblown land. The boy has only four books, but from these he sees in his mind (the pictures show them too) the people who once lived or set foot on his coast – fishermen, seafarers, travellers. Looking for something "precious and beautiful", *not* useful, to give to his grandmother, he finds a glimmering lump of blue, round, wave-washed glass. This exceptional book, so evocative of its scene, is not for every child, but for the imaginative solitary it could be a lasting find.

Treehorn's Wish by Florence Parry Heide and Edward Gorey (Oxford University Press £4.95) is in a class of its own, and that is at the top. Today is Treehorn's birthday; perhaps his parents will do better for him this time. But it doesn't seem so. He finds an old jug in the garden with a three-wish genie corked inside. The trouble is, that he uses up two of the wishes (they always do) before he realises. Meanwhile parents continue as before, each of the three pursuing separate monologues in what seems to be conversation. This brilliant, witty and poignant little book, with its unparallelled Gorey pictures, speaks as directly to children as to the most discerning of adults.

I'm Not Frightened of Ghosts by Juliet and Charles Snape (Julia MacRae £5.95) demonstrates too, and admirably, the problem of charting the fantasy frontier. The two boys Robert and Sam dare Lizzie to go through the old, deserted, reputedly haunted house. We follow the dauntless girl up stairs, through passages, from room to room to room. A door slams – she murmurs "Draughts". When something touches her hair, she calls it cobwebs. But the pictures on the left hand page show something else: no draughts, no cobwebs (as in the facing scene) but a little ghost who (if it exists) grows more and more exasperated by the imperturbable visitor. Well, it's all in the mind. A commendable book, funny and thought-provoking, economically told and aptly illustrated.

A World Full of Monsters by John Troy McQueen and Marc Brown (Collins £5.95) an agreeable, mirthful book with big graphic pictures in strong print colours with bold black outlines, is meant to reassure the nervous. Once, (we are told) there were monsters everywhere. Every homely scene shows one or two: a policeman, a fireman, a train driver, a lady taking tea with other (non-monstrous) ladies, a ballet dancer (really funny, this), all, mingling easily with the crowd. "There aren't many monsters left nowadays," the book concludes rather sadly – but wait. What is that window-cleaner? Who makes the tick-tick, drip-drip sounds? asks child in bed with teddy. But monsters are fun! Monsters are your friends! Monsters are good for you! Sleep well. A nursery favourite here, I shouldn't wonder.

Now for a group of story-fantasies. **The Rain Door** by Russell Hoban and Quentin Blake (Gollancz £5.95) is a wild frolic full of verbal and other feats, just kept in hand by Hoban's (leave-it-to-me) assurance and Blake's unfaltering rendering of the extraordinary detail. On a hot day in London, young Harry gets through the rain door, finds old man Rainmaker with his rag and bone cart, his horse called Lightning, and a thunder-making lion in pursuit. To scare the lion Harry makes a dinosaur out of metal scrap, hosepipes, bones and things – you never saw the like. In a marvellous climax, Harry drives the rain cart through the rain road of the sky over his own part of London. What a deluge! What an experience! What pictures too!

Accept that a restaurant cat can also be the resident violin player and you step right into Benedict Blathwayt's enchanting **Bruno's Band** (Julia MacRae £6.25). Everyone comes not only to eat but to hear Bruno play. But when the (human) owners Carlo and Maria go on a long holiday, Bruno is driven out by the stand-in people, who have no use for cats. In his wanderings he is joined by a dog, a parrot and a railway cat, all musically gifted, and they earn their keep as a band. Chance brings them back to the restaurant, where Maria and Carlo sit sadly, all their custom gone since Bruno left. But they now have a band! The band has a home! The customers flock back! Rejoicings for everyone. The vivacious pictures add to the charm of the whole.

The Little Jewel Box by Marianna Mayer and Margot Tomes (Methuen £6.50) is a delectable new fairy tale made up of some of the best traditional motifs – wish-box (like Aladdin's lamp), helpful mouse, frog, hawk, impossible tasks to do overnight, vanishing castles – and something different, a no-nonsense young girl heroine. When Isobel, in her boy's gear, leaves her home on a lonely farm to seek adventure, her mother gives her a "good-luck" cake – but she's used the wrong recipe and it's a "bad-luck" cake. Father, however, gives her a little box to be opened only in time of direct peril. The clean vivacious pictures suggest both space and wonder. The literate text is ideal for reading aloud to listeners as well as to oneself.

Miss Fanshawe and the Great Dragon Adventure by Sue Scullard (Macmillan £5.95) with its eventful plot and powerful, rich and intricate pictures, is for those who like a strong thrill in their fantasy. Fearless Miss F, leaning out of her balloon just over a Patagonian mountain peak, contrives to capture a dragon and a dragon's egg. Both are lodged in a large cage in the Tower of London's grounds. When a sinister bird steals the egg, she pursues it to the burning centre of the earth (stunning double-page effects here); the egg hatches out a young dragon, her ally against the birds, as also are a great subterranean leopard and a vast serpent. On the back of the new dragon she returns, sets both dragons free, and they fly back to Patagonia. Don't miss the extraordinary underworld pictures.

Crispin and the Dancing Piglet by Linda Jennings and Krystyna Turska (Hodder £5.95) is a very engaging item, not only for its old-new fairy tale story but for its delightful pictures, especially (and superbly) of the pig, lightly dancing on his tiny trotters. When the farmer's sons go into the world, each may choose an animal. The first one's choice is a black stallion; the second's a fierce hound asks for a tiny piglet, runt of the litter. And how lucky he is. For the little pig is a dancer, and together they do well. But the spoilt princess wants to own the pig and forces Crispin to part with him. Well, the little thing knows how to deal with that and the two are soon reunited. The right ones in the tale live happily ever after.

The Proud and Fearless Lion by Ann and Reg Cartwright (Hutchinson £5.95) follows the Cartwright Noah's Ark and (still better) Mr Potter's Pigeon; you know the style. When proud and fearless lion loses his way through catching cold (he refuses to shelter in the rain) the other animals join to find a cure. So when they are caught and caged to be sold to circuses, lion sets out to rescue them, and the wicked hunters are put to shameful flight. Appealing detail in the telling (mouse escapes from cage and fetches lion); bold, uncluttered pictures for the younger young.

Fittingly kept for the end is **Night Story** by Nancy Willard and Ilse Plume (Methuen £6.50) an enchanting linking of action and idea at seven-and-under level. It's a dream journey, with a line or two of text, printed in winding curve, now up, now down, on every left hand page. But the phrases stay in the mind. "I took the night train in the country where nothing lasts./It stopped at the night market where nothing is sold/Where all is given and nothing given for keeps". A dream mouse is replaced in turn by a dream cat, a dream mouse, a dream wolf; so at last back to the room at home "where nothing changes". The whole thing might not have worked, but it does. Indeed it does.

From *Miss Fanshawe and the Great Dragon Adventure*

Celebration time

Winter warmers

VICTORIA NEUMARK

Winter's the time for comfort, for celebrations for warmth and family. Celebratory books for young children tend to produce joy out of sorrow like a rabbit out of a hat.

In **Christopher Wants a Party** Myra Lobe and Winfried Opgenoorth (Oxford £4.95) explore the vivid world of a young boy's fantasy and bridge the gap between his life in a tiny flat with no room for a party and the imaginative sympathy between him and his parents. They come up with a very practical solution – redecorating his bedroom – which is all the more comforting for that.

Jack Harvey and Ann Thwaite are more obviously imaginative in **Gilbert and the Birthday Cake** (Hutchinson £5.95). The absentminded eponymous frog leaves his grandfather's birthday cake on a train but rescues it with the aid of his bicycle. We feel for Gilbert, a trembly amphibian, and deep satisfaction attaches to the completion of his mission. Also deeply satisfying is **Sunita's Special Day** (Mantra £2.30) by Maggie Pearn and Karen Mezek in which a Punjabi family celebrates Halloween. A firm favourite to be read endlessly.

Less dramatic a celebration for Jo, the young heroine of **Through my Window** (by Tony Bradman and Ellen Browne, Methuen £4.95) who has to stay in bed for a whole day waiting for her mom to bring her home a present from work. Jo is a mixed-race child who lives in some friendly multicultural flats; unfortunately, the writing is a bit flat too, but the illustrations are spot-on.

The Door Bell Rang by Pat Hutchins (Bodley Head, £5.25) has a similar format, of a domestic situation expanded until celebration is achieved. The personnel are also mixed racially. Pat Hutchins is a gifted and economic stylist, so the words also ring out well.

Another mixed race child is the heroine of **Amber's Other Grandparents** (Bodley Head, £5.50) Very sensitive drawings by Lisa Kopper complement Peter Bonnici's tale of meeting the new Indian grandparents, which should have gone on longer in its charming exploration of the characters in the family. A more traditional grandfather features in **Jilly's Boat Trip** (Deutsch, £4.25). Mary Dickinson using a different illustrator from her "Alex" books, takes two children out with their roguish grandpa. It's a happy day when the engine goes wrong and they have to use the sail to get home.

More grandfathers in one of Pat Thompson's "Share a Story" books for Gollancz (2.95) each. **Can you hear me Grandad?** (Illustrated by Jez Alborough) is the most successful of these stories, supposedly meant to be read in tandem, as it is both funny and tender. The jokes in **The Treasure Sock** (illustrated by Tony Ross with great flair) and **One of These Days** (illustrated by Bob Wilson) are more hammy and less kind, though a sense of triumph over adversity shared between parent and child is enjoyable.

James Stevenson also uses grandfolks and eucatastrophe in his humorous brew of cartoons and home based morality. **There is Nothing to Do** (Gollancz £5.95) follows grandpa and

continued next page

EXTRA

When is a book not a book?

Flap, flash, pop

CHRIS POWLING

Curious Creatures, Puzzle People, Animal Allsorts. By Helen Oxenbury
Methuen/Walker £2.95
Paddington's Clock Book. Paddington's London. By Michael and Karen Bond. Illustrated by Toni Goffe
Hutchinson £3.95 each
The Great Race. By Stephen Wyllie and Anni Axworthy.
Methuen £4.95
The Snowman. By Raymond Briggs/ Ron Van der Meer.
Hamish Hamilton £8.95
Ben's Box. By Michael Foreman.
Hodder and Stoughton £7.95
A Christmas Carol. By Betty Ren Wright and Victor Ambrus.
Methuen £6.95
The Earth is a Sundial. By Mitsumasa Anno.
Bodley Head £9.95
The Mirrorstone. By Michael Palin / Alan Lee / Richard Seymour.
Jonathan Cape £7.95
The Jolly Postman. By Janet and Allen Ahlberg
Heinemann £5.95

Think of an object which has hands, wheels and a variety of moving parts . . . which presents a series of three dimensional models plotting technological progress in a crucial area of human experience . . . which exploits traditional theatre design to delight us. . . . . laser-generated imagery to amaze us . . . visual and verbal jokes to draw our attention to its own deviousness . . . and, to cap it all, plays us a tune.

Give up?

I'm not surprised. The answer is a book. Each of these attributes, and more, are on offer this Christmas neatly packaged between traditional hardcovers.

Some, of course, have roots deep in literary history. There's not much that's novel in the re-issue of Helen Oxenbury's *Puzzle People, Curious Creatures* and *Animal Allsorts*, for instance – each page a three-way-split, like a game of consequences, offering 729 possible combinations of text and illustration. What *is* bang up-to-date, though (apart from the Oxenbury draughtsmanship) is the spiral spine and the laminated surfaces: Walker production-values at their best. These are play-books which will actually survive being played with. So will Michael and Karen Bond's *Paddington's Clock Book* with its built-in clockface and *Paddington's London* bus-shaped book youngsters can trundle across the floor. Using both, presumably, they could even keep to a timetable. What better training in these days of de-regulation?

The Great Race, by Stephan Wyllie and Anni Axworthy seems less ergonomic. Fitting tabs in slots to vary a storyline is a fetching notion but may be a shade too Breakthrough-to-Literacy-like for those of us whose fingers operate below concert pitch. Michael Foreman's *Ben's Box* is easier to cope with – unless your preferred reading posture is nose-in-the-book. Here there's a real risk of multi-coloured dragons, tentacles, submarines and rocket-ships disappearing up your nasal cavity as you follow Ben's pop-up adventures with the cast-off cardboard from his family's new washing machine. Lovely stuff. But for a more traditional example of paper-engineering ingeniously revamped try *A Christmas Carol*. This manages to be both very Victorian and very Victor G Ambrus as Marley, Scrooge, Cratchit and assorted spectres literally leap from the page, possibly to get away from Betty Ren Wright's somewhat wooden re-telling.

No such problem with *The Snowman Pop-up*, a wordless re-run over familiar territory by Raymond Briggs and Ron Van der Meer including yet another rendition of That Tune in a micro-recording as the last double-spread is opened up. A shameless milking of mass-appeal? Well, yes. So is *The Mirrorstone* which enlists the magic of holography to bring us three-dimensional wonders courtesy of Richard Seymour smartly backed up by Alan Lee's record-sleeve illustrations. These compensate for a rather tired text from Michael Palin. For the same top-junior age-group is Mitsumasa Anno's *The Earth is a Sundial*, though there comparison ends. Step-by-step he leads the reader through Time and one way it's been measured. The words are as clear and exact as the fold-out-models: what's tough is the thinking they'll provoke. It's a perfect performance even if it does confirm uncomfortable suspicions that Anno is best appreciated at the mensa end of the market.

Janet and Allan Ahlberg's *The Jolly Postman*, on the other hand, is for Everyreader. All it demands is prior knowledge of a half-dozen favourite nursery-stories – wrapped up in a postbag of a book which interleaves real envelopes and real letters between verse that truly rollicks and pictures that seem to grin from the page. It's one of those ideas that's obvious once someone has thought of it. We'll come across it again, no doubt, but never carried off so superbly, from the running-gag of the hero's tea-drinking capacity to the inventiveness of mail-shots like Jack's postcard to the giant and Goldilocks' letter of apology to the three bears. The blend of fun, novelty and sheer quality of word and picture fully aware of their power to amuse, makes this, for me, the picture-book of the year – possibly the decade. Eat your heart out Postman Pat.

Jack's postcard to the Giant from *The Jolly Postman*.

Bard plus

Well-Loved Tales From Shakespeare. By Lord Bernard Miles. Illustrated by Victor G. Ambrus.
Hamlyn £6.95. 0 600 30889 8.

One problem in adapting drama for a book is deciding just how to change a three dimensional form dependent on a live company and audience into straight narrative. In his second collection from the Bard, *Well-Loved Tales from Shakespeare*, Bernard Miles adopts the role of benevolent storyteller – adding a little here and there, combining modern dialogue with the odd line from original texts, including complicated sub-plots to give some flavour of the plays' complexities, and choosing to write in the present tense for dramatic immediacy.

There is a great deal of authorial invention (a lengthy description of Rosalind disguising herself, Prospero building accommodation on his island, Falsaff's vital statistics and so on), and much narrator licence – a "flourish" from *Julius Caesar* translated into a list of every Roman likely to process on to the streets or Falstaff's babbling "a green fields" placed in a different play to add a tear or two.

Bernard Miles intends to make the characters "come alive" and he conveys a vivid sense of appearance, location and other effects normally the province of set, costume or lighting designers. This selection (*The Tempest, As You Like It, Othello, The Merry Wives of Windsor* and *Julius Caesar*) would be appreciated most when read aloud to a young audience or those unfamiliar with the plots so that language becomes easier to understand. When you are sitting comfortably these will be tales told and illustrated with affection, disgression and some pure unabashed sentimentality – not a trick is missed.

Jacqueline Fisher

Tough and bright fighter

Juniper. By Gene Kemp.
Faber £5.95. 0 571 13902 7

Role reversal, where the child is parent to the adult, is more common in society than many suppose – and it's a theme which lies here in the deeper levels of a plot whose surface is fast moving and mysterious. Juniper, with an arm and a half and a depressed tinsel of a mother, takes her handicaps in her stride and runs full tilt through the clever mists of the thriller to its final cliff-hang and unravelling. Refusing token offers of help from as unpleasant a set of better-off relatives as you'll find outside Dickens, Juniper darts about in a stream of consciousness and waking dreams in a panicked attempt to come to terms with an apparently dark and chilling piece of family history. And there is much else in the well woven mystery which is only apparent.

In Juniper herself, Gene Kemp has found a female hero with the will and the resource inner city children need if they're to survive: an up-and-down tough and bright little fighter with a soul: while in old Nancy next door, a survivor from her own hard times, Kemp shows the same sure touch with adult character. In a book rich with recognizable inventions only Ranjit, Juniper's Sikh friend, refuses to be more than stilted dialogue on the page.

Reminiscent of Roy Brown at his best, this is the best of Gene Kemp – a quirky, individual, perceptive and brilliant book; a mystery that both moves and changes the reader.

Bernard Ashley

Allsorts

Books to Break Barriers: a review guide to multi-cultural fiction, 4–18. Oxford Development Education Centre £2.25

This is a smartly produced, critically and helpfully annotated guide to 300 current fiction titles, compiled by teachers and designed for use with parents and teachers in rural Oxfordshire. The starting point is a belief that "Children should be offered a range of literature which encourages respect for self and others, which accurately reflects the heterogeneous society in which we live and which encourages children to look beyond it." The range of titles offered and the useful quick reference grid which gives theme headings, eg social conflict, urban life, establishing personal identity, male/female roles and location and time setting for each title, meet this aim admirably. This is a useful and practical guide.

J E

Great unread?

In the Realms of Gold: the story of the Carnegie Medal. By Keith Barker.
Julia MacRae Books £4.50. 0 86203 260 1.
50 Years of the Carnegie Medal. Compiled by Derek Lomas.
Youth Libraries Group £1.50. 0 946581 053.

This year marks the fiftieth anniversary of the Carnegie Medal, offering us the chance to reminisce and speculate on the influence the Medal may have had over the years on the high quality and range of today's children's books.

In the Realms of Gold is a thoroughly researched, critical assessment of the history of the Medal, the first major children's book award in Britain. In a compelling and very readable manner, Keith Barker praises the efforts of early pioneers like Eileen Colwell to gain recognition for children's books and encourage quality writing for children. He is rightly critical of the Library Association's embarrassingly poor record on publicity for its own medal, a damning indictment of the lack of early professional support for children's books. He addresses the problem of criticism of the Carnegie Medal books as the "great unread", suggesting that it may be necessary to accept that books of quality may not be widely popular with children. The balance between celebration and criticism is carefully controlled making this a useful contribution to thinking about the children's book scene.

Complementary to this is *50 Years of the Carnegie Medal*, a commemorative review by Derek Lomas of all the Carnegie Medal winning books. Using the advantage of hindsight, Derek Lomas gives a very personal assessment of each book and its place (if any) in the reading of today's children.

Judith Elkin

Stages to maturity

Happy Endings. By Adèle Geras.
Hamish Hamilton £6.95. 0 241 11889 1

At the beginning of *Happy Endings* Mel Herbert, the narrator, is confined to bed with a broken ankle. A friend has brought her a notebook instead of a more conventional "get well" gift, and Mel describes in it the events of the last few weeks, events which have changed her life and incidentally, led to her present predicament.

She writes about the experiences of a group of young people who successfully audition for parts in Project Theatre's production of Chekhov's *Three Sisters*. There is no attempt to be trendy, no aggressive statements about racism or sexism or any other "ism". The aspiring actors are portrayed as being immersed in the atmosphere of the theatre and concerned about personal relationships, their own and those of their friends. The pains and pleasures of love are experienced and discussed – the author has a keen ear for dialogue and these conversations sound as if they have been freshly

continued from previous page

The theme is a familiar one in magazine stories and Mills and Boon romances, but Adele Geras' delicately ironic style saves it from sentimentality. Indeed, there mercifully are still girls who, like the sixteen-year-old heroine, have yet to experience their first kiss, and who worry about where the noses go, and what happens to your breathing and how long it is meant to go on for. The characters are sharply observed, and the link between them and the characters they are acting is indicated but not over-emphasized. As one of them says "Three Sisters' is about what young people everywhere are best at doing. That is dreaming . . . learning to live with disappointment, with second best, without your heart's desire. Chekhov's play is about living in the future, or the past, about the impossibility of grasping present happiness." It's a description which could be applied to this book. There is not one glorious curtain followed by rapturous applause and then darkness, but a series of beginnings and endings of all shapes and sizes.

Barbara Sherrard Smith

naughty great uncle Wainey through another of their improbable adventures of the long ago – and never-was. This one includes tornados and lots of ice-creams, and sure isn't boring. In much the same vein of life in a small town where children get into mischief to pass the time, Astrid Lindgren has written her stories of Pippi and Emile. **Emile's Sticky Problem** (Hodder £5.95) is a hilarious account of how Emile falls to solve his mother's troubles with the flies. The drawings seem dated but the writing is fresh.

Far more up to date but none the better for that is Adèle Geras' tales of **Ritchie's Rabbit** (Hamish Hamilton, £5.95, illustrated by Vanessa Julian-Ottie). Little Ritchie is picked up from school by his caring father but alas! his playdough rabbit gets squashed in his pocket. All is not lost, you will be relieved to hear. A far more lively but no less anti-sexist, anti-racist eye, is cast by Janet and Allan Ahlberg on **The Cinderella Show** (Viking Kestrel £2.95). A primary school Christmas Show is related in a small book of black and white cartoons, with verbal and visual wit. A good time, as they say, is had by all.

V N

One of Patrick James Lynch's illustrations (for the story "Jack My Lad") from Alan Garner's new tellings of English and Welsh folktales, *A Bag of Moonshine* (Collins £8.95), to be reviewed soon.

House of secrets

Boston tea-party

JENNY GILBERT

It is common enough to hear an author decline the full credit for a book on the grounds that once the characters had been given shape "it just wrote itself". Lucy Boston, author of the Green Knowe books and now aged 94, goes one further: "the house wrote them," she says ingenuously. Indeed her house takes centre-stage in almost all her works – poetry, children's and adult fiction, and autobiography. *The Children of Green Knowe*, her first children's story written more than 30 years ago, is about to be serialised on BBC1 (beginning November 26 at 5.10pm), and the house might have dominated the cameras too, had Mrs Boston not baulked at the idea of having her lovely four acres of topiary and old roses blanketed in artificial snow. (After protracted negotiations the series was eventually filmed elsewhere).

The house, called Green Knowe in the books, is more than just a beautiful building bordering the Ouse in Cambridgeshire. It is in fact a small Norman hall, dated confidently by scholars at 1120, complete with arrowslit windows and an overgrown moat. Inside, the sense of a density of other lives lived within its 3ft-thick walls is almost overwhelming. By day the sun streams in through grey stone arches as it has for nearly nine centuries; by night banks of candles are the chief source of light.

How Lucy Boston came to own this extraordinary house, and to restore it from what first appeared to be a semi-derelict Georgian farmhouse, is another story (compellingly told by her in *Memory to a House*). Suffice to say that, as she gradually revealed its true character, the house showed *her* a new direction, and at the age of 60 she took up her pen.

In the books her home is recognisable in every detail, right down to the 18th-century patchwork curtains, but the characters – children who we are told have lived there at various times – are imaginary. Such models of spirit and inquisitiveness and charm would be hard to find in real life, yet they are never prissy. Tolly Oldknow is the present-day incumbent whose sense of history and mystery is enlivened by repeated friendly encounters with his Cromwellian ancestors, Toby, Alexander and Linnet, and the noble horse Feste all of whom appear in the television series.

Jason Shenai

Other stories feature the Regency period, where we learn of the evil slave trade from which the little negro Jacob escapes to find refuge at Green Knowe, and also of impending danger to the house itself, when its fickle adult owners are tempted to follow fashion and "get rid of Gothic". The children of course save the day and ensure the house's future. First chronologically but last in sequence of writing is *The Stones of Green Knowe*, which introduces Roger d'Aulneaux, son of the original owner, who proudly sees the new-design, two-storey stone edifice take the place of the wood-and-mud Saxon one, and longs to know that it will endure. He gets his wish, of course, and finds himself via the well-worn device of time warp slap bang in the middle of the 20th century, wondering where all the forests have gone.

There has been talk of filming all the books. Lucy Boston is not displeased by the idea if it means still more children will read them; but is less sure about what "adaptation" will do to the spirit of her work, and about the merits of television itself (she does not own a set). "I don't think I'm didactic at all," she says, "but I do want to wake children up . . . I want them to look and imagine and not take everything as stereotyped and fixed". She was annoyed to find, before the script was finalised, that the writer had interpreted the special magic of Green Knowe as common spookiness, a feature notably absent in the original. But then television has never been very strong on awe.

Nevertheless Lucy Boston is often asked – particularly by the hundreds of young visitors she has entertained over the years – if her house is haunted. Her usual reply is that in all her 50 years' residence alone, she has never *felt* alone. "My psychic antennae are useless," she admits, "but queer things do go on that can't be explained any other way" – the persistent tinkling of a servants' bell in an upper room long after the bells had all been taken out, and once, a sudden noise at night like a grand piano being dropped from a great height. "That got me out of bed I can tell you".

Jenny Gilbert

All six of the Green Knowe books by Lucy Boston are published in Puffin.

How to choose

The Good Book Guide to Children's Books.
Penguin £4.50. 0 14 009750 3
Children's Books of the Year 1986.
National Book League £3.50. 0 85353 402 0
Margery Fisher Recommends Classics for Children and Young People
The Thimble Press £3.50. 0903355 20 5
Will You Read Me A Story?: The parent's guide to children's books. By Tony Bradman.
Thorsons Publishing £2.50. 0 7225 1271 6.

The constant cry from teachers: "How can we keep up with all the children's books being published?" is partly met in the guides reviewed below. With reduced money for books in libraries and schools, it seems particularly important that money is spent wisely.

The Good Book Guide to Children's Books is the most attractive and reliable guide aimed specifically at parents. It covers 600 recommended books, from books for babies to teenage books, and covers fiction, non-fiction, folktales and poetry, each individually and informatively annotated. The arrangement in broad age and subject categories is helpful and easy to follow.

The guide, revised annually, is now in its fourth edition. It retains the attractive, colourful approach of earlier editions, although the number of pages reproduced in colour and the overall size and length of its production are reduced (from 78 to 64 pages). Last year's edition was, to my mind, the best to date, with introductory articles by well known figures, an extremely useful guide to children's encyclopaedias and a list of bookshops. All of these have disappeared from this new edition, as have the jokey illustrations by Tony Browne which pervaded last year's list and added to the fun and vitality of the production. This edition has a somewhat restrained and less stimulating feel about it, but remains an extremely valuable initial guide for anyone, teacher or parent, coming new to children's books or wishing for guidance over building up a basic home library.

Children's Books of the Year 1986 is an annual guide to recommended books, both hardback and paperback, published in Great Britain during 1985/86. The selector for the second year is Julia Eccleshare who uses her experience as an editor, reviewer and parent to great effect. This is an excellent, soundly critical guide to the best of the year, invaluable for the teacher needing guidance on recent publications. Some 275 titles are included, all individually and helpfully annotated, within practically useful sections, such as picture books, Beginning to Read, Early Reading, Fluent Reading, with the information books separated into People and Places, The Living World, Science and Technology, etc.

In her introduction, Julia Eccleshare evaluates the year's publication, praising the general quality of picture books, bemoaning the lack of good quality books for readers of 7 to 11, poor overall quality of many multicultural books. One particularly worrying observation for anyone concerned with the continuing vigour of children's books is the apparent dearth of new writers and illustrators.

Margery Fisher has been editor of *Growing Point* for 25 years and has an encyclopaedic knowledge of children's books. She uses this expertise, together with reminiscences from her own childhood to offer a very personal, passionate introduction to *Classics for Children and Young People*. "A classic must be layered and expandable, available to different ages in different ways. A classic may date in superficial details but it must offer universal truths, universal values, to one generation after another, impermeable to the erosion of time".

The resulting list is a treasure trove of anecdote and research, a fascinating tour from Beatrix Potter to Alan Garner, from *Treasure Island* to *Tom's Midnight Garden*, divided into sections: the listening child; magic, new and traditional; animals as characters; neighbourhood tales; danger and endeavour; landmarks. The production looks dull, but the contents are eminently readable: a lovely book guide to dip into, to remember books from childhood or to be introduced to books long out of mind which the teacher, the librarian and the child should not miss.

In contrast, Tony Bradman's *Will you read me a story?* is a much less well researched, less concisely written, but still equally passionate plea to parents to use, to share, to value books. His approach is not dissimilar to Dorothy Butler's *Babies Need Books* and Jim Trelease's *Read Aloud Handbook*, but concentrating on how to find out about children's books rather than on buying lists of recommended books.

In a very personal way, he considers his use of books with his three children, all aged under eight. It is a readable and sensible account of what books can do for the young child at various different stages of their development, from nought to eight. I found the concentration on his own children irritating at times and the tone of bonhomie rather patronizing. But there is great sense here and it may be that for the average parent the book is more accessible than more learned treatises. It is a pity that the production is so dull, but supplemented by the *Good Book Children's Guide*, it could be a useful starting point for new parents and new teachers.

Judith Elkin

Alice again

NICHOLAS TUCKER

Alice's Adventures in Wonderland. Illustrated by David Hall.
Methuen £9.95
Through the Looking-glass and What Alice Found There, Illustrated by Justin Todd
Gollancz £7.95.

And still they come: two more additions to the 120 or so different artists who have already tried illustrating these classic books. Older readers may always prefer Tenniel's originals because they are used to them, but judging from the disputes at the time between illustrator and author Carroll himself never saw them as the final artistic word on his subject. Even so, I doubt he would have approved at all of David Hall's illustrations, originally got up for Walt Disney in 1939 and then forgotten. These are more Gormenghast than Wonderland, with the Queen of Hearts' "Off with her head!" inspiring a Gothic double page spread complete with hangman's noose, hooded figures and vast guillotine cranked up by toiling galley-slaves. Alice herself oscillates from Disneyesque pop-eyes and bulging cheeks to the partly adolescent; other characters, human or animal, tend to be hairy and warty, so unappealing it is small wonder Disney preferred to start afresh when finally devising his film of Alice's adventures in 1951.

In contrast, Justin Todd provides light without shade in his illustrations, with meticulously drawn detail standing out against seemingly translucent backgrounds. His Alice is a pretty brunette in the manner of the original Alice Liddell, and while lacking movement his pictures do convey an atmosphere of dream, albeit untouched by Carroll's occasional nightmares. At times Todd adds his own comments to the text, just as Tenniel did when he made the Duchess so strikingly ugly or placed on the Hatter's topper the price tag 10/6, without which he would now seem incomplete. In his turn Todd transforms the "curious things" on the shelves of the sheep's little dark shop into charming Victorian toys and automatons and elsewhere illustrates the book's chess game motive in various ingenious ways. Coupled with his illustrated *Wonderland*, already published, this duo would make an excellent Christmas present.

See here

Windrush, publishers of large-print books for visually handicapped adults, have begun to add children's titles to their list. The seven volumes of C S Lewis' Narnia Chronicles are already available and modern authors as well as traditional favourites will now be published regularly. Examples include *The Secret Garden*, *the Jungle Book*, *Charlie and the Chocolate Factory* and *Tom's Midnight Garden*. All the titles are recommended by the National Library for the Handicapped Child. A full list is available from 1S18 Large Print Books, 55 St Thomas' Street, Oxford OX1 1JG.

Other worlds

Clan Ground. By Clare Bell.
Gollancz £7.95. 575 03888 8
The Quelling Eye. By John Gordon.
Bodley Head £5.95. 370 31011 X
Dragon Dance. By John Christopher.
Viking Kestrel £6.95. 670 81030 4
Aliens in the Family. By Margaret Mahy.
Methuen £7.95. 416 97360 4

First a welcome for Clare Bell's renewed inventiveness in *Clan Ground*, the sequel to *Ratha's Creature* (reviewed in *TES* 6.6.86.). On another planet/alternative world, millions of years in the past, intelligent cats (instead of primates) have developed language and a rudimentary society. They realize that they have become different from those cats they call the Un-Named, who have remained animals. In the first instalment of the saga, the feline heroine Ratha discovered how to tame fire, and became leader of the Clan. In the sequel the author continues to provoke her readers with situations which could have had parallels in mankind's evolution.

A strange cat comes from outside the Clan, and claims membership because he can speak. He does not, however, directly challenge Ratha's authority with his superior fighting skills. Instead he takes some fire from the Clan's communal supplies into a cave, pretending to store it in case of storms. Gradually this fire grows bigger, and becomes the focus of a primitive religion. Cats sneak away from the main camp-fires to dance around and worship the fire in the cave. Ratha, once more driven out from the Clan, must devise a scheme to destroy the fire, and her rival.

My speculation that the cats would be limited in their move towards civilization without manipulative skills, has been answered by the introduction of new characters – friendly monkeys who can be trained to help the cats carry fire and perform other tasks. This allegorical fantasy series has much to offer thoughtful teenagers.

The new John Gordon is also significant, at least in the general run of teenage fiction, even though he has once again employed his typical trademark plot: a teenage boy and girl caught up in a magic spell and threatened by adult jealousies. Chuck and Tessa live in a valley with the shape of a hawk's head and body. Peregrine Falconer, whose family once owned the entire valley, is obsessed with an old prophecy which says he might fly at full moon. The magic in the valley also has a metamorphic effect on Chuck and Tessa, who at times become insect-sized. In the climax Falconer does fly, taking Chuck and Tessa with him.

Although Gordon has re-used motifs from his earlier fiction, the book is still outstanding in its use of language, and with its short, dramatic chapters and easily-grasped plot it makes an excellent introduction to Gordon's work for the less than dedicated teenager.

After writing *Fireball* and *New Found Land*, the first two parts of a trilogy, John Christopher has taken three years to bring it to a conclusion – and changed his publisher – signs perhaps that this conclusion was difficult to devise. The *Fireball* trilogy is set in an alternative world where scientific invention hasn't got off the ground, and the Roman Empire still rules – in 1981. Two teenagers from our world, straightforward Simon and knowsill Brad, accidentally cross over by means of a fireball, and wherever they go they introduce a new invention which alters the balance of power. Having fled from Europe and found no sanctuary in America, they arrive in China as slaves. This is an empire ruled by the laws of Bei-Kun which assert the superiority of mind over matter.

Brad and Simon are sent to a mountain temple which Brad compares to Shangri-La, an obvious allusion to Hilton's *Lost Horizon*. Christopher has used this to furnish the rest of the plot, for in the temple they find an aged philosopher – Bei-Kun himself, centuries old – and a beautiful Chinese girl whose appearance belies her actual age. But when Brad escapes with Li Mei she does not die of old age, instead she picks his brains for military secrets, and overthrows the boy-emperor. Although this volume has less explicit violence and torture than the other two, the implications of his fate are still nasty: "since others might claim he was still alive . . . he must die publicly . . . And so that the citizenry should properly mark and remember it, the execution would last from dawn until dusk".

For a more enjoyable and still thought-provoking read we turn to *Aliens in the Family*, the only one in this group which I would recommend for under-12s. Mahy has taken an idea from science fiction – the alien disguised as a human – and varied it with a detailed study of the family which the alien disrupts. His name is Bond, he is a Gulgonquan, and has been set an initiative test to perform on Earth before he can pass on to the next stage of his studies.

Thinking that he is pursued by a rival gang of aliens who want to steal the secrets of his civilization, he takes shelter with three New Zealand children. They have their own problem: Dora and Lewis are hostile to their tomboyish step-sister who is visiting them for the first time. As far as they are concerned, *she* is an alien from outer space. The adventure they have with Bond reconciles them, and also sorts out their relationships with their respective step-parents.

Attracted by the cover picture showing a green glowing alien, reluctant readers could find themselves caught up in a story of quality, with writing that avoids clichés. There is also a Hippo paperback (£1.50, 590 70557 1). This novel actually originated as a paperback for the educational series Scholastic, (the New Zealand division); the hardback is a reprint with an enlarged typeface – and uncorrected printing errors.

Jessica Yates

Death watch

King Death's Garden. By Ann Halam.
Orchard Books £6.95. 85213 003 2.
The Stove Haunting. By Bel Mooney.
Methuen £6.95. 416 59550 2.
Charles Keeping's Book of Classic Ghost Stories
Blackie £8.95. 216 92012 4.

Once upon a time, ghost stories had titles such as "Ghoulish, Grim and Gruesome" and came complete with matching prose and artwork. A see-through spook and a tombstone were compulsory for the cover. In those days, you also had to be at least a bit aristocratic in order to be haunted. Then, a few years ago, the ghost story moved into the mainstream of modern children's fiction and social realism became the order of the day. Ghosts began to haunt typewriters, supermarkets and even the school lavatories. The victim was now your actual average child; somebody with whom teachers thought your average reluctant reader might identify.

If the present trio of new books indicates any sort of trend the ghost story is now moving off upmarket. In *King Death's Garden* the young hero is an asthmatic self-confessed wimp (and you can't get much more upmarket than that). His hearty mother has chucked in her boot business and followed her husband to the Gulf. Young Maurice is staying with a great-aunt while spending a last term at Fairsen Comprehensive (near Brighton Racecourse) and being fairly scornful about reading Kes round the class. Ms Lycett's local history expeditions and the behaviour of the "animals" in 2M.

King Death's Garden is a local cemetery where he finds escape and the ability to travel backwards in time. Although unable to control his travel, he becomes addicted and, at the same time, attempts to unravel research into the supernatural begun by a professor to whom his great-aunt was once housekeeper. Often funny, it is spiced with the sort of satire that appeals to intelligent 12-year-olds and will flatter loners and non-conformists. It is also genuinely quite frightening which can be the only justification for the publisher giving away the ending on the blurb.

Charles Keeping's illustration for "The Signalman"

The slightly younger hero of columnist Mrs Jonathan Dimbleby's *The Stove Haunting* is also designed to appeal to young *Guardian* readers. Daddie is a doctor, mother is thinking of getting into hand loom weaving. Both have opted out of London and are gentrifying a former West Country rectory. "Extra central heating . . . more bookshelves . . . pine kitchen units." The builders discover an old kitchen stove with which young Daniel feels a strange affinity. Rapidly we are back in 1835 with Daniel as kitchen boy (although also with his modern personality) and off we go on a thinly disguised history lesson about the Tolpuddle Martyrs and the iniquities of the landowners. The fact that Daniel is incapable of using his modern knowledge does however give it the quality of a nightmare in which you are powerless to avert impending disaster.

By contrast the stories in Charles Keeping's new anthology are all traditional. Although they may seem to be merely pegs on which to hang some of his atmospheric and handsome illustrations, several of the stories are well worth reprinting. There is Dickens' tale of "The Signalman" which the author adored declaiming; Oscar Wilde's "Canterville Ghost" who is so cruelly spurned by Americans; M R James' "Walling Well" and others by R L Stevenson, Edgar Allan Poe and even Daphne du Maurier. As a reprint of eight short stories, it is far too expensive for school (and indeed other) libraries. I can only think it must be intended as a Christmas gift for embryo members of the Folio Society.

David Self

Horse sense

Isaac Campion. By Janni Howker.
Julia MacRae £5.95. 0 86203 270 9

When today's schoolchildren are despatched to interview all the wrinkles down their street, they often discover less about social history, more about some childhood feud, long forgotten by the rest of the community, which festers on in the heart of the victim.

Janni Howker's new novella has its origins in a similar quest for historical truth. *Isaac Campion* is framed by two letters purporting to be from the son of a real-life Lancashire horse dealer whose childhood, early this century, is depicted as being little more than a daily grind of unpaid slavery in his father's stables. As a despised and abused younger son, he wishes to inherit neither his father's vengeful temperament, nor his trade. "That was my whole world. Eating and sleeping with horses. Shut in with them. Shut in my father's world, I was. And that was all my born days, and all the future I could see. I was wondering why it was you were born and didn't have any choices." This sense of being trapped will be familiar to any modern teenager who feels himself tied to some no-hope future. Although Isaac Campion escapes from a life of horse-dealing, he carries with him to his dying day embittered memories of a brutal father attempting to break him in just the same way that he breaks in the Irish yearlings.

Janni Howker succeeds in conveying the ponderous manner of speech of an old fellow's recollections, repetitive yet enlivened by anecdotal surprises, as when the narrator and his pals wickedly persuade the village idiot to swallow five tadpoles, or when the young 12-year-old prepares a prize mare for mating. But the subsequent moralizing of an old man, and his rankling memory of past injustice blinkers the often vivid reality of the stable boy's experience.

Rachel Anderson

EXTRA

A book in the making

Shared authorship

ALISON PRINCE

Writing, I have always thought, is essentially personal. This rushed instantly to mind when Geoff Swallow, the Literature Officer of Lincs and Humberside Arts, came to lunch in the autumn of 1985 and put forward an extraordinary suggestion. He would like, he said, an author to write a book in conjunction with the children in a school, involving them in the creative process from start to finish. "A Primary school," he added, "in the fens somewhere. They don't get much of anything out there."

Could writing really be shared in such a way? Not without misgivings, I agreed to give it a try. A previous residency in a comprehensive school had established me as the centre of a kind of revolutionary cell in an otherwise militaristic establishment, but a primary school might be all right.

Reassurance arrived like a warm hug when I went to Horbling Brown's C of E school. Its 46 children were cheerful and relaxed without being in the least bit silly, and a small black cat had established itself as a member of the class. Chris Gudgin, the headmaster, taught the older group of 21 children, aged seven to eleven (with whom I would be working), and here again, I knew it would be all right.

Chris had such a clearly-defined interest in the educational side of the scheme that his work with the children turned out to have a great feed-back value to the book itself. As an ex-teacher, I admired his unflagging enthusiasm and agreed completely with his aims. The work in the school was undertaken seriously, and yet with great enjoyment.

It was essential to the scheme that the book should be a "proper" one, with a normal publishing contract – but I could not even start to outline a synopsis without consulting the 21 co-authors. It threatened to be a Catch 22 situation, but Marilyn Malin came to the rescue with a contract on the basis of a title I had dreamed up some years ago – "How's Business".

At that stage there was nothing to the book except this title and the eponymous hero, whom I imagined to be the kind of boy whose private interests are very much more important to him than the minor matter of going to school. I put this idea to the group as a basic kicking-off point when we met for the first time on a January morning, and suggested that we might start by thinking about How. What sort of boy was he?

The children were earnest and helpful, trying to be obliging, but having as little grasp of how to proceed as I did myself. Ideas came in an indigestible mass. He could have his hair dyed three different colours. He could go in a space ship, live in a deserted scenic railway by the sea, buy and sell insects.

I went away confused, with a sheaf of notes which seemed only to destroy what small, tenuous concepts I had begun to formulate. But I was determined that the project should be an honest one. I was not there to push the children into any pre-conceived plans. Ultimately, as everyone agreed, it would be up to me to string together the actual words of the book, because it would be published under my name and would have to stand or fall like any other book in the mass market. But at this stage, I had to listen to the children.

At the next session, we talked about the book's setting, with more positive results. They told me about the ruins of a prisoner-of-war camp on the fields behind the school, suggested that How might live in a converted railway station, talked of local legends which might scare him, like the drummer boy reputed to haunt a certain crossroads. There seemed to be a strong interest in the past. The book was being pushed further and further from my vague pre-formed conception of it.

The morning of my next visit was cold and foggy, the fens as remote and grey as a seascape. "Can we take them out?" I asked Chris. Off we went with 21 sniffling and pink-nosed children, their breath steaming in the mist, to look at the place as if they had never seen it before. On return, there was new urgency in their offered ideas and in the words they later wrote down. Seeing their landscape through a stranger's eyes, they proposed that How should come from somewhere else, find the place hostile, make a friend of someone who, like himself, is an outsider. We started to piece together a tentative plot, though it was still not clear whether the book was to be a thriller, a supernatural story or a straight narrative.

Technical interest grew. Dialogue was improvised, atmosphere discussed. Taking a mental deep breath, I wrote a first chapter and read it to a spell-bound audience. I showed it to Marilyn – and she pointed out regretfully that it covered almost exactly the same ground as Jill Paton Walsh's *Gaffer Samson's Luck* which I had not then read. The children were devastated when I said we had to begin again, but began to understand that professional writing demands a lot of self-discipline.

It was a bigger hiccup than I was willing to admit. For some days, I was completely floored. Then the children's interest in the past prompted the idea that we might set the whole story back 40 years, to make How an evacuee child sent to the fens from the London blitz.

It proved to be the unlocking of the whole book. From then on, a positive sense of purpose established itself as the children plunged into research. They interviewed old people from the nearby sheltered accommodation, read with fascination the school's log-book which covered the war period, unearthed maps of the long-scrapped railway network and explored a deserted rectory. They made life-sized models of the chief characters in the book and assembled an exhibition of war-time memorabilia, reconstructed the appearance of an old railway station from drawings done on the spot and modelled a miniature London house and Lincolnshire cottage of the kind How would have lived in. They tried on gas masks and built an air raid shelter in the school corridor.

By now I was writing the book, reading each chapter to the children as it was finished, and often altering it as a result of our discussions. The children themselves were accumulating impressive folders of work; poems and drawings, descriptions and dialogue and reports on research and interviews. A boy whom I had thought barely literate read out a long story about an imaginary shop, and another who had never been known voluntarily to put pen to paper confided that he was writing a book about Vietnam in the attic at home.

How's Business was finished by the end of the summer term. It had been extraordinarily difficult to write, because of the need to select the strongest thread from the huge mass of potential material, but the result was something I could not have achieved alone. Armed with a list of suggestions from the children, I went off to do the illustrations and the jacket, still feeling surprised by the strength of the whole experience. The children had learned a lot, undoubtedly – but not as much as I had.

"How's Business" will be published by Marilyn Malin Books in May 1987.

Excellent women

Richmal Crompton: the woman behind William. By Mary Cadogan. Allen and Unwin £12.95
Beatrix Potter: artist, storyteller and countrywoman. By Judy Taylor. Frederick Warne/Viking. £12.95

According to Mary Cadogan, Richmal Crompton is "A biographer's nightmare . . . it has been impossible to find anyone who has negative things to say about her". Certainly she was a gentle, loveable person, patient under the adversity of lameness caused by polio when she was 33. Unlike Noel Streatfeild, who compensated for her own unhappy childhood by inventing idealised families in her stories, Richmal Crompton had no need of such fictional fantasies. Instead she created the comically troubled Brown family, happy in the knowledge that Mr Brown was unlike her own father, whom she adored, and that William's scorn towards his siblings was the opposite of how she always felt for her brother and sister. She also lets William tradition causes dear to her like the church and education, allowing him and his readers to rail against these and various other aspects of the adult culture they all eventually have to accept.

Such rebellion is only safe if it never really threatens anyone's ultimate security, and while Mr Brown may fume and Mrs Brown sigh they still form an unshakeable union with no need of marriage guidance for them or indeed child guidance for William. How fitting that these stories originally appeared in a family publication disarmingly named *The Happy Mag*, its very title radiating a general optimism now very far away even though it only closed in 1940. But writing for an adult as well as a child audience enabled Richmal Crompton to give full rein to her delicious sense of irony, much in evidence in well-chosen references scattered throughout this admirable biography, including the famous parody of Christopher Robin ("Anthony Martin is milking a cow.") There is also the moment when vain Lady Atkinson asks William what he thinks of the large signed photograph of herself intended as her Christmas present to others.

"William gazed at it critically. 'It's not as fat as you are,' was his final offering at the altar of truth."

What a delightful teacher Richmal Crompton must have made before being forced to retire, and what a lovely aunt to her nephews and nieces. Turning from her to *Beatrix Potter: artist, storyteller and countrywoman* is to substitute the craggy lakelands for the tree-lined suburbs. Much of Judy Taylor's biography is already well-known, though she has unearthed a splendid Edwardian scandal in which Beatrix Potter played Jemima Puddle-duck to her smooth-talking, embezzling Mr Tod of a publisher Harold Warne. But the main story of a cramped, companionless child finally flowering into a happily married successful hill farmer makes excellent reading, with Peter Rabbit and co. stepping stones to the final freedom from possessive parents and enforced urban idleness she always longed for. Looking at the book's numerous photographs of her stumping round sheep shows or beaming at the camera surrounded by equally tough male farmers, it comes as no surprise that she wrote little in later life. As she puts it herself, "Somehow when one is up to one's eyes in work with real animals it makes one despair of paper-book animals."

Never one to suffer children gladly, particularly "the modern child . . . pampered and spoilt with too many toys and books", she brought a welcome strain of country realism to her stories, with rabbits sometimes ending up in a pie and pigs admired for more than their good looks. Her prose is still a model of how to write for small children; her illustrations, over which she also took so much trouble, show her warmer side, reaching back to the little girl within her who once used to put nil her thwarted affection into her pets. Their combination created the best picture books ever produced, kept small on her own insistence that "Little rabbits cannot afford to spend six shillings on one book." She also saved large tracts of Lake District scenery when it was coming up for grabs, and Judy Taylor's well-researched biography is a just reminder of how much we are in her debt. It also records the many acts of kindness in her long life towards adults and children, impossible to guess at for those who only saw the gruff exterior and were never invited any further in.

Nicholas Tucker

Past continuous

Backtrack. By Peter Hunt. Julia MacRae £7.25. 0 86 203 272 5

Intricate patterns of chronology and topography dominate each of Peter Hunt's previous novels, as their titles, *The Maps of Time* and *A Step off the Path* suggest. Here they are again in "Backtrack", an ingenious whodunnit in which frozen "stills" of historical evidence are variously put together in an attempt to reconstruct the moving picture of what actually happened.

Sixteen-year-old Jack regularly goes fishing near Elmcote Junction in leafy Herefordshire, where a viaduct spans the river and where, 70 years ago in 1915, a train plunged off the track in circumstances which remain mysterious. Eight people were killed; others received medals for rescue work, among them two of Jack's great great uncles, and Sir Edward Marks, the Minister for Military Supply, whose great great niece, now boarding at a neighbouring girls' school, shares Jack's desire to investigate.

The incident and its setting are powerfully evoked as the youngsters gather information from usually, but not always, reliable sources: press cuttings, Government reports, a great-aunt's diary, the literature of locomotives, testimony on tape from an oral history project . . .

If only the living were as quick as the dead, Jack and Rill (short for Amaryllis) converse in unremittingly jocose banter to parody their respective roles of peasant and plutocrat. Arch archetypes typifying JPs and barristers also permeate the narrative which is largely determined by Jack's thoughts. Where did *he* pick up the habit of saying "to" and "therein" and "rich viands"?

I'll hazard a guess. According to the blurb, the author is a consultant in Effective Communication, a technique which I take to include the substitution of plain words for polysyllabic circumlocution. "Requested to desist" is what you might write before acquiring the approved simplicity of "asked to stop". Jack's observations, and hence the story, proceed by just such an alternation of inflatus and deflation. Each burst of eloquence or sentiment is checked by a sardonic aside; each lyrical cadence debunked with clipped irony.

Nor does self-deprecation stop at syntax. The plot punctures itself with an occasional pop. As each new hypothesis invalidates the last, hero and heroine complain of boredom; Rill condemns the first page in a footnote. Given a vital clue to the secrets of the past – "Cherchez la femme" – she declares "Sexist rubbish." And when all is revealed in a final twist, some readers may agree with her.

Madeleine Chatterbury

Much in little

Sing a Song for Sixpence: the English picture-book tradition and Randolph Caldecott. British Library, London until January 25, 1987.

Randolph Caldecott, renowned for his series of picture books published between 1878 and 1885, died 100 years ago last February. Tucked away in a corner of the British Library is a modest but charming exhibition that celebrates his place as a pivotal figure in the English illustrative tradition. While arranged chronologically, the display has many lateral twists reflecting the strength of linear technique, sense of movement, and humour that characterize the work of artists before and after Caldecott.

The organizer of the exhibition, Brian Alderson, has – like Caldecott himself – the gift of saying much in little. Each item is accompanied by shrewd, concise comments spiced with Alderson's particular wit and perception. Picture books, he suggests, are "a small universe, full of busy-ness", and the illustrations, school-boy scribbles, illuminated manuscripts, and an aunt's amateurish ABC. Examples are drawn from a wide range of artists, from Hogarth, Rowlandson and Blake (William) to Margot Zemach, Sendak and Blake (Quentin). The necessary emphasis on print techniques is balanced by the overall rhythm and sheer fun, as in little John's blackbirds. Leslie Brooke's tug-of-war, and Beatrix Potter's fishing frog. For other small delights, see Bewick's exquisite Rabbit, the panoramas mounted on woodblock, the colourful Doyle frieze marching round the room above our heads.

Labels, exhibition notes and book list complement each other, together with Alderson's book, *Sing a Song for Sixpence* (Cambridge University Press in association with the British Library, £25 and £9.95). It all adds up to an exhibition that rewards close and patient inspection by revealing subtleties of thought and visual treats the Great Panjandrum would have given his mortar-board for, and which demonstrate Alderson at his busy-est and

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NOR: 209 + 70 place nursery
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Required for January 1987, Experienced Nursery School Teacher required for January 1987. Scale 1. Knowledge of Under Fives Essential and an Interest in Children With Special Needs Desirable.
Applications in Writing to Miss J.N. Rice, Headmistress with Names and Addresses of Two Referees.
Visits Welcomed by Appointment. SAE to St Albans City Council, Civic Centre, St Albans, Herts AL1 3JE. (34481) 100026

Primary School Education

Headships

BERKSHIRE
TEACHING & SUPPORT SERVICE (WEST BERKSHIRE) NEWBURY TEACHERS CENTRE
Fir Tree Lane, Newbury
Required April 1987 Headteacher (Group 6a) to lead the team of peripatetic teachers providing support for pupils with special needs in pre-school and mainstream settings. Applicants will be expected to have held a post of senior responsibility in either mainstream or special education.
Application forms and further details from The Director of Education (EE/86), Shire Hall, Shinfield Park, Reading RG2 9XE. SAE please. Closing date: 28th November.
See advertisement under Special Education.
An Equal Opportunity Employer. (30873) 110010

BAINET
LONDON BOROUGH BEGINNING APRIL 1987
OUR LADY OF LOURDES R.C. JMI AND NURSERY SCHOOL
Bow Lane, Finchley, London N12 0JP
HEAD TEACHER - GROUP FOUR
Applications are invited from well qualified and experienced teachers strongly committed to the ideals of Catholic Education and to structured curriculum development. Closing date for applications 3rd December, 1986.
Candidates should note that because of the Christmas Holiday period short listing will take place on 8th January 1987 with interviews on 15th January, 1987.
REMOVAL EXPENSES AND SEPARATION ALLOWANCES AVAILABLE.
Application forms and further details (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, London N11 3DL. To be returned to the Clerk to the Governors, Mrs. G. Woodcock, 87 Lichfield Grove, London N3 2JP. (34858) 110010

BUCKINGHAMSHIRE COUNTY COUNCIL
Equal Opportunity Employer
WILLIAM HARDING COUNTY MIDDLE SCHOOL
Hazelnurt Drive, Aylesbury, Bucks.
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this school from EASTER 1987.
Roll: 187 pupils aged 8-12. Group: 4.
Assistance with removal expenses is given in approved cases.
Application form and further particulars (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Change Street, Aylesbury, Bucks. HP20 1UB.
Closing Date: 28th November 1986. (34499) 110010

HAMPSHIRE
CHANDLERS FORD COUNTY JUNIOR SCHOOL
Merdon Avenue, Chandlers Ford SO5 1EJ
Headteacher required April 1987 to lead this Group 2 school. Further details and application forms available from the Area Education Officer, Southgate House, St. Swithun Street, Winchester on receipt of a foolscap stamped addressed envelope. Closing date for receipt of completed application forms 28th November 1986.

CAMBRIDGE COUNTY PRIMARY SCHOOL
Curdridge SO3 2DR
Headteacher required April 1987 for this Group 2 School.
Further details and application forms available from the Area Education Officer, Southgate House, St. Swithun Street, Winchester, on receipt of a foolscap stamped addressed envelope. Closing date for receipt of completed application forms 28th November 1986.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

Education

Teacher for Share Unit/Day Nursery

A teacher with experience of nursery work is required at Haydn Primary School, Sherwood Day Nursery, for January 1987 or as soon as possible thereafter, to work partly in a nursery unit and partly in a nearby day nursery. The teacher will be appointed on Scale 2 as an unattached teacher in the nursery unit.

Application forms and further details are available (s.a.e) from the Director of Education at County Hall. Closing date 28 November. Please quote ref. 826/145.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

Harrow Education Committee
Earlsmead First and Middle School
Arundel Drive, South Harrow, Middlesex.
Tel: 01-864 5546.
Required for Easter 1987,
HEADTEACHER
for this Group 5 First and Middle School.
Outer London Allowance payable.
Application forms from and to be returned to: London Borough of Harrow, Education Department, P.O. Box 22, Civic Centre, Harrow, Middlesex. Tel: 01-863 5811 extn. 2736/2312 by 28th November 1986.
Harrow is an Equal Opportunities Employer. (04878)

Harrow Education
an equal opportunity employer

Wiltshire

AN EQUAL OPPORTUNITY EMPLOYER

PRIMARY EDUCATION HEADTEACHER POSTS

Old Shaw County Primary School
West Swindon, Group 5

Applications are invited for the headship of this new all-through primary school to be opened in September, 1987. The post is tenable from April next year.

West Swindon is an attractive, fast-growing development, ultimately of some 30,000 people, where the L.E.A. is opening about one primary school per year.

The successful candidate will have a sound knowledge of curriculum development in the context of good modern primary practice, and the experience and personality required to manage the school successfully in a rapidly changing situation.

Application form and further details (S.A.E. please) available from Chief Education Office, (PJK), Sanford House, Sanford Street, Swindon, SN1 1QH, to be returned no later than 25th November, 1986.

St. Mary's C.E. Controlled Infants School
George Lane, Marlborough, SN8 4BX
Group 4 N.O.R. 177

Following the retirement of Mrs. E.M. Turner at the end of the Easter Term 1987, the Governors seek a well qualified, experienced and forward-looking Infant teacher to take over the Headship. St. Mary's is a modern, openplan school in the pleasant market town of Marlborough.

Application form and further details (SAE please) from and returnable to the Chief Education Officer, Education Department (Ref. ST/T/PMB), County Hall, Trowbridge, by 28th November, 1986.

All Cannings C.E. (Controlled) School
All Cannings, Devizes, SN10 3PB
Group 1, N.O.R. 71

RE-ADVERTISEMENT

A Head Teacher is required from April, 1987, owing to the appointment of Mr. N.L. Ruck to another post in the County. THe Governors seek a well experienced teacher who will continue to lead and develop the school as a caring, forward-looking community. All Cannings is a pleasant village four miles to the east of Devizes.

Application form and further details (SAE please) from and returnable to the Chief Education Officer, Education Department (Ref. ST/T/PMB), County Hall, Trowbridge, by 28th November.

Previous applicants will be considered and need not re-apply.

DEPUTY HEADTEACHER POSTS

Liden Junior School, Liden Drive, Swindon, SN3 6EX
Head Teacher: Mr. P.V. Lawton
DEPUTY HEAD TEACHER — Group 6. N.O.R. 356

Required for April 1987, an enthusiastic class teacher with a wide experience of the Primary age ranges, and a proven ability to take a leading role in curriculum development.

Application forms and further details available from the Head Teacher at the school (S.A.E. please), to whom applications should be returned by 28th November 1986.

Longleaze County Primary School
Longleaze, Wootton Bassett, Swindon, SN4 8BA
Head Teacher: Mr. A.R. Batterham, M.Ed.
DEPUTY HEAD TEACHER - Group 5.
N.O.R. (January 1987) - 228

Required for April 1987, for this primary school, which opened in 1978, a suitably experienced teacher capable of demonstrating a willingness to take a lead in curriculum development and to share in the management of the school.

Further details and application forms (S.A.E please) available from and returnable to the Head Teacher at the school. Closing date 1st December, 1986.

Lowbourne County Infants School
Lowbourne, Melksham SN12 7ED
DEPUTY HEAD — Group 4. N.O.R. 135

Required from Easter 1987, a Deputy Head who is an experienced, enthusiastic and ambitious teacher, willing to take an active lead in curriculum development and school management. Please state curriculum strengths and interests.

Application form and further details from and returnable to (SAE please) the Head Teacher. Visits welcome prior to application. Closing date: Friday, 21st November, 1986.

SCALE 1 POSTS

St. Mary's C.E. Controlled Primary School
College Road, Purton SN5 9AR
Head Teacher: Mr D.W. Bisset
Group 5, N.O.R. 250

Scale 1 Teacher required initially to teach upper juniors. This is a permanent post commencing 27th April, 1987, or earlier if possible. Interest in girls games an advantage. Applicants should also be willing to make a contribution to another area of the curriculum. Further details from (S.A.E. please) and letter of application with names of 2 referees, to the Head Teacher at the school.

Closing date 1st December, 1986.

Haig County Primary School
Haig Road, Bulford Camp, Salisbury SP4 9NH
Group 4, N.O.R. 146

Required for April 1987 Scale 1 NURSERY TEACHER for Self Contained 52 place purpose built Nursery Unit opened in 1976. Nursery training or experience in early childhood education is essential as is the ability to work and liaise with parents in this school for the children of Service families.

Candidates must be firmly committed to working co-operatively within the team of two teachers and two nursery nurses. Visits are welcome.

Application form and further details (SAE Please) returnable by the 8th December available from the Head Teacher.

Fovant C.E. Controlled First School
Tisbury Road, Fovant, Salisbury SP3 5JY
Group 1, N.O.R. 27

Required for January 1987 to take a class of vertically grouped infants in this two teacher village school. A teacher willing to become involved in curriculum development with an interest in fostering good school and community links is sought.

Application form and further details (s.a.e.) from and returnable to the Headmaster by the 28th November.

Toothill Primary School
Stokeasy Drive, Swindon, SN5 8DR
Head Teacher: Mrs. A.P. Newton. N.O.R. 407

Required January 1987, a Scale one enthusiastic and committed teacher of infants for a large primary school.

Letter of application, c.v., and names and addresses of two referees to the Head Teacher at the school. Closing date 30th November, 1986.

(04869)

PRIMARY HEADSHIPS continued

BUCKINGHAMSHIRE

Equal Opportunity Employer
REACONSFIELD/CHILTERN AREA
CHALFONT ST PETER COUNTY FIRST SCHOOL
Lovel End, Chalfont St Peter, Bucks.
Headteacher: Mrs C Dawson B.Ed.
Required for April 1987, a well qualified and enthusiastic teacher (Group 4 Scale 3 post), to be responsible for the development of a mathematics programme throughout the school. The successful applicant will initially take a class of 2nd year children.
Application forms and further details available from the Headteacher at the school. (Tel: Gerrards Cross 884279). (34484) 110010

HAMPSHIRE

NETLEY MARSH C.E. CONTROLLED FIRST SCHOOL
Netley Marsh, Woodlands, Southampton SO4 2GY
N.O.R. 70 approx.
HEADTEACHER, Group 2 School
Salary scale currently £11,436 - £12,675
Required April 1987.
Apply to Area Education Officer, Canton Street, Lymington, Hants. Enclosing s.a.e. for further details and application form.
Closing date 21st November 1986.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (30770) 110010

Headship

Bucklesham County Primary School

Group 1 Ages 5-11 Number on Roll 39

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher.

The School is situated on the edge of the village of Bucklesham, approximately half way between the centres of Ipswich and Felixstowe.

The appointment will date from the beginning of the Summer Term 1987.

Further details and application forms are available from the County Education Officer, St Andrew House, County Hall, Ipswich IP4 1LJ (SAE please), and completed forms should be returned by 28th November 1986.

(04877)

Suffolk County Council

Foster's Primary School (Voluntary Controlled), Welling. Group 4.

Applications are invited from suitably experienced teachers for the post of Head Teacher. Appointment to commence 27th April 1987.

Application forms and further details available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent, DA1 4EN, to whom they should be returned by 1st December 1986.

(04889)

Bexley London Borough

Applications are invited from appropriately qualified and experienced teachers for the posts of HEAD TEACHER of the following schools:–

Barnes Cray Primary School, Group 5, Crayford.

Jubilee Primary School, Group 5, Thamesmead.

Slade Green Infant School, Group 4, Erith.

Appointments to commence 27th April 1987.

Application forms and further details available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent, DA1 4EN, to whom they should be returned by 1st December 1986.

(04888)

Bexley London Borough

HEADTEACHERS

Required April, 1987.

TIPTREE HEATH COUNTY PRIMARY SCHOOL (Group 4), Maldon Road, Tiptree, Colchester.

HENHAM AND UGLEY COUNTY PRIMARY SCHOOL (Group 4) revised group size, Henham, Bishops Stortford.

GT. BROMLEY, ST. GEORGE'S C OF E (CONTROLLED) PRIMARY SCHOOL (Group 2), Brook Street, Gt. Bromley, Colchester.

BULPHAN C OF E (CONTROLLED) PRIMARY SCHOOL (Group 2 + LFA £282 p.a.), Bulphan, nr. Upminster.

Relocation allowances payable in appropriate cases.

Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD.

Closing date: 5th December, 1986.

(04872)

ESSEX County Council

WEST GLAMORGAN County Council

Education Department

HEADTEACHER VACANCY

Applications are invited for the following post to commence as soon as possible.

Dyffryn Afan Primary School,
Dyffryn Rhondda, Port Talbot.
(Mixed) (30 + Nursery on Roll) (Age Range 3-11)

Headteacher
for this Group 1 School.
This is a readvertisement.
(Post Ref: 2:25:86).

Application forms and further particulars for the above post are available upon receipt of a large stamped addressed envelope from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN.

The CLOSING DATE for receipt of completed applications is THURSDAY, 27th NOVEMBER, 1986.

(04873)

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER

SCHOOL: Haslemere Primary
ADDRESS: Brooklands Court, Haslemere Avenue, Mitcham, Surrey CR4 3PD
TEL: 01-648 9660
HEAD TEACHER: Mr. A. J. Hall (Acting-Head)
AGE RANGE: 3 - 9 years
NO. ON ROLL: 152

Head Teacher required for this Group 4 Primary School as soon as practicable.

CLOSING DATE: 5th December 1986

Application forms and further details of the post are available from the Director of Education, Crown House, London Road, Morden, Surrey SM4 5DX. Please enclose a stamped addressed envelope.

(04868)

PRIMARY HEADSHIPS continued

HERTFORDSHIRE

HIGHOVER JMI SCHOOL
Cambridge Road, Hitchin, Herts. SG4 0JP
Tel: Hitchin 31954
Required from April 1987, HEADTEACHER (Group 5) for this recently remodelled primary school situated on the east side of Hitchin. Number on roll in April 1987 will be 260 plus 46 part time in the Nursery Unit.
Further details including a recruitment incentive scheme available from the Divisional Education Officer, County Council Offices, Grammar School Walk, Hitchin, Herts. SG5 1JN. Closing date Thursday, 4th December 1986. 110010 (34834)

HEREFORD AND WORCESTER COUNTY COUNCIL

OMBERSLEY ENDOWED FIRST SCHOOL
Droitwich, Worcs. WR9 0DR
Required from the Summer Term 1987, Headteacher for this Group 1 Aided school with 48 pupils on roll.
Age Range 5-9 years.

SEDGEBERROW C.E. FIRST SCHOOL
Evesham, Worcs. WR11 6UE
Required from the Summer Term 1987, Headteacher for this Group 2 school with 61 pupils on roll.
Age Range 5-10 years.

Application forms and further details of either post are available from the County Education officer, (SSW/KJT), County Education Office, Castle Street, Worcester WR1 3AG.

(A foolscap s.a.e. is required).

CLOSING DATE 28th November, 1986. (34632) 110010

HUMBERSIDE EDUCATION COMMITTEE
Required for April, 1987
HEAD
to
STRAND FIRST SCHOOL
Albion Street, Grimsby DN32 7DL
(Re-Advertisement)
Group 4
Age range 3-8
N.O.R.: There are 219 pupils on roll (inclusive of 52 full-time equivalent nursery places)
Application forms and further particulars are available upon receipt of a large stamped addressed envelope, from the Director of Education, (H.O. Staffing), County Hall, Beverley, North Humberside HU17 9BA to whom completed forms should be returned not later than Wednesday, 3rd December, 1986. (34466) 110010

LINCOLNSHIRE

HEADTEACHER
BILLINGHAY CE SCHOOL
Church Street, Billinghay, Lincoln LN4 4HN
(Group 3 - Roll 139)
Headteacher required for January, 1987.
S.A.E. for further particulars and application form to Director of Education (Ref: SJA), County Offices, Newland, Lincoln LN1 1YQ.
Closing date: 28th November, 1986. (T199). 110010 (34651)

LINCOLNSHIRE

HEADTEACHER
BECKLESBY PARK CP SCHOOL
Beklesby Park, Limber, Grimsby, South Humberside DN37 8JS
(Group 1 - Roll 95)
Headteacher required for April 1987.
S.A.E. for further particulars and application form to Director of Education (Ref: SJA), County Offices, Newland, Lincoln LN1 1YQ. Closing date: 28th November, 1986. (T200). (34652) 110010

NORTHAMPTONSHIRE

NORTHAMPTON MERSEWAY LOWER SCHOOL
Winchester Road, Northampton NN4 0AZ
APPOINTMENT OF HEAD TEACHER - GROUP 4
Required for April 1987, an able and suitably experienced teacher for the headship of this rapidly expanding lower school on the outskirts of Northampton. Number on roll in September 1986 - 232.
Salary equivalent to that for Head, Group 4.
Closing date, 7 November 28th.
Details and application forms (s.a.e.) available from the County Education Officer (Ref. JMB), Northampton House, Northampton NN1 2HX.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (30279) 110010

NORTHAMPTONSHIRE

WELDON LOIS CE PRIMARY SCHOOL
Weldon Lois, Towcester, Northants. NN12 8PP
APPOINTMENT OF HEAD TEACHER - GROUP 1
Applications are invited from suitably experienced teachers for the headship of this small village primary school. Number on roll at present - 24. The vacancy arises from the promotion of the present Head Teacher to a larger Headship within the Authority.
The appointment is for Easter 1987 or possibly earlier.
Closing date - November 28th.
Details and application forms (s.a.e.) available from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (30279) 110010

STOCKPORT

Required for January 1987 or as soon as possible thereafter HEADTEACHER
Group 4 Ref: 3058
FIR TREE PRIMARY SCHOOL
Browning Road, North Reddish, Stockport SK5 6JW (Tel: 061-432 2493)
A suitably qualified and experienced teacher required.
Application forms obtainable from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE (Tel: 061-480 4949, Ext. 3813), quoting reference by 28th November 1986.
Stockport is an equal opportunities employer. (34618) 110010

CAMBRIDGESHIRE

BURNSFIELD INFANT SCHOOL
Burnsfield Street, Chatteris, Cambs.
Group 4
Required for April, 1987

HEAD TEACHER

The school has almost 200 pupils and a Special Needs Centre shared with the adjoining junior school.

Further details and an application form available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough, PE1 1UJ (s.a.e.). Closing date 28th November.

(02594)

EQUAL OPPORTUNITY EMPLOYER

WOODSIDE COUNTY FIRST SCHOOL, NORWICH (Group 3)

HEAD

Application forms and further details may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Room 32, County Hall, Norwich NR1 2DL. Closing date for applications: 28th November 1986.

Norfolk County Council

BRADFORD GIRLS' GRAMMAR SCHOOL
Junior School

HEADSHIP

Effective 1st September 1987

Salary not less than Burnham Group 4

On the retirement of the present Headmistress, applications are invited for the position from Teachers with relevant experience.

The Junior School established in 1884 is a Day School of over 200 pupils of Girls from 4 to 11 and Boys from 4 to 8.

Applications by handwritten letter accompanied by a Curriculum Vitae, with the names and addresses of two referees, should be sent to the Chairman of the Governors to be received by 28th November, 1986. Further particulars may be obtained from the Clerk to the Governors at the same address.

Bradford Girls' Grammar School, Squire Lane, Bradford BD9 6RB.

(49200)

Cheshire

Application forms (send s.a.e.) are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

N. J. Fitton
Director of Education

SANDIWAY COUNTY PRIMARY SCHOOL
Sandiway
Nr Northwich
Cheshire
Tel No. Sandiway 883298

Headteacher Group 4

An experienced, imaginative teacher with a mature commitment to experience based learning, for a school advanced in primary practice.

Application forms and further details available from the District Education Officer, County Offices, Watling Street, Northwich. Tel: Northwich 814967
Closing date: 5.12.86

(49939)

Come and teach in Kent

HEADSHIPS

NORTH WEST KENT AREA

Chantry CP School,
Ordsnance Road, Gravesend, Kent.
Appointment of Headteacher
Group 4
Roll: 130 (aged 5-11) plus 52 part-time nursery pupils.
Applications are invited for the post of Headteacher of this Junior and Infant School for April 1987.
The school has a high percentage of pupils from ethnic minorities and experience in this area would be an advantage. The post is vacant due to promotion.
Readvertisement: Previous applicants will automatically be re-considered.
Further details and application forms may be obtained from the Area Education Officer, 132 Windmill Street, Gravesend, Kent DA12 1BE. Telephone Gravesend 64701 ext 230.
The Authority operates a generous disturbance allowance scheme and there is a possibility of help with temporary housing in approved cases.
Closing date: 5.12.86.

DEPUTY HEADSHIPS

NORTH WEST KENT AREA

White Oak CP Infants' School,
Hilda May Avenue, Swanley, Kent.
Group 3 — Role approximately 125
Required from April or January 1987 a Deputy Headteacher. An enthusiastic committed teacher who will be expected to take a leading role in curriculum development and management of the small friendly school. Music would be an advantage. Visits welcomed.
Application forms and further details from the Area Education Officer, 132 Windmill Street, Gravesend, Kent.
Closing date: 28/11/86.
Possibility of help with temporary housing in approved cases.
Readvertisement: previous applicants will automatically be considered.

NORTH KENT AREA

Gillingham, St. Thomas of Canterbury R.C. Primary School,
Romney Road, Rainham, Gillingham, Kent ME8 0JH.
Group 5. N.O.R. 320.
Required April 1987 or as soon as possible.
The successful candidate will be expected to take a leading role in curriculum development.
Application forms and further details may be obtained, on receipt of s.a.e. from the Headmaster, to whom completed forms should be returned by Monday, 1st December, 1986.

Strood, Elaine Avenue County Primary School (Junr. Dept.),
Elaine Avenue, Strood, Rochester, ME2 2YN.
Group 6
Deputy Head required from the beginning of the summer term 1987.
Letters of application with c.v. and names/addresses of two referees to the Headteacher.

SOUTH KENT AREA

Dymchurch CP School,
New Hall Close, Dymchurch,
Romney Marsh.
Required April 1987. Deputy Headteacher for this Group 5 school.
Application forms and further particulars available from the Headteacher, (SAE please).
Closing date: 5th December 1986.
Previous applicants will be considered.

HEADS OF DEPARTMENT

NORTH KENT AREA

Sheerness, Minster-in-Sheppey CP School, Minster Village, Sheerness ME12 2HX.
Group 5

Unless otherwise stated, applications should be sent to the Head of the School concerned. (SAE please).

KENT County Council

Required for the beginning of the Summer Term, Head of Infant Department, Scale 3. An experienced infant trained teacher is required to co-ordinate and monitor the progress of eight classes. Ability to maintain and develop a broad balanced curriculum essential.
Application with CV and names/addresses to the Head teacher. Closing date 28th November 1986.

SCALE 2 & ABOVE

NORTH WEST KENT AREA

Chantry CP School,
Ordsnance Road, Gravesend, Kent.
Required for January 1987 if possible a Scale 2 teacher to assist throughout the school in maintaining the mother tongue of the ethnic community, which in this case is Punjabi. To devise a policy for the teaching of Punjabi throughout the school and to establish a programme whereby this could be put into effect.
Application forms and further details available from Area Education Offices, 132 Windmill Street, Gravesend, Kent.
Possibility of help with temporary housing in approved cases.
Closing date: 28/11/86.

SCALE 1 POSTS

NORTH WEST KENT AREA

Our Lady's RC Primary School,
King Edward Avenue, Dartford, Kent DA1 2HX
Required for January 1987 if possible full time permanent Assistant teacher Scale 1 for Infant Department. Practising RC with Religious Teachers Certificate essential.
Application forms and cv to Headteacher at the school.
Closing date: 28/11/86.
Possibility of help with temporary housing in approved cases.

NORTH KENT AREA

Hartlip Endowed C.E. Primary School (Aided)
Hartlip, Sittingbourne, ME9 7TL.
Required 1st January, 1987 enthusiastic teacher Scale 1 for a class of First and Second Year Juniors.
Candidates should be able to contribute to the general curriculum development of the school and be skilled in display techniques. Please state special interests and abilities on the application.
Letters of application with c.v. and names/addresses of two referees to the Headteacher.

(04890)

Deputy Headships Second Masters/ Mistresses

BERKSHIRE
E. P. COLLIER PRIMARY SCHOOL
91 York Road, Reading RG1 8DZ
N.O.R.: 125
Required as soon as possible Deputy Headteacher (Group 3). Must have an ability to take an active part in curriculum development.

Application form and further details from the Headteacher (SAE please).

Closing date: 28th November, 1986.

An Equal Opportunity employer. (34384) 110012

BERKSHIRE
GORSE RIDE JUNIOR SCHOOL
Gorse Ride, Finchampstead, Wokingham RG11 4EH
N.O.R.: 245
Required for April, 1987 Deputy Headteacher (Group 4). Applicants should be able to promote good junior school practice in curriculum development and co-operative teaching.

Please contact the Headteacher at the school for further details and to arrange a visit.

Closing date: 1st December, 1986.

An Equal Opportunity employer. (34388) 110012

BERKSHIRE
ST. MARY AND ALL SAINTS CE (AIDED) PRIMARY SCHOOL
Wensley Road, Coley Park, Reading RG1 6DU
NOR: 207
Required April, 1987, Deputy Headteacher Group 4. A knowledge of Computers and the ability to make a major contribution to resources and curriculum development throughout the school would be especially valuable.

Candidates must be willing to work within a Christian environment. Visits to the school welcomed by prior appointment.

Further details and application form from the Headteacher (s.a.e. please). Closing date: 28th November, 1986.

An Equal Opportunity Employer (34385) 110012

BEXLEY
LONDON BOROUGH RE-ADVERTISEMENT BRAMPTON PRIMARY SCHOOL
Bexleyheath DA7 4SL
Tel: 01-303 2873
Deputy Head Teacher (Man or Woman) for this Group 6 school required for April 1987. Please state interests. Visits to the school welcome.

Application forms and job description available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent DA1 4EN. Closing date for applications Monday, 28th November 1986. (34150) 110012

BUCKINGHAMSHIRE
Equal Opportunity Employer
MANOR FARM COUNTY FIRST SCHOOL
Rose Avenue, Hazelmere, High Wycombe, Bucks.
Deputy Headteacher required for April 1987 for this Group 3 First School.

Application forms and further details available from the Area Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks., to whom completed application forms should be returned by 28th November, 1986. (34488) 110012

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 60. (34404) 110012

DORSET
HILLSIDE COUNTY FIRST SCHOOL
Hillside Road, Verwood, Wimborne BH21 6HE
(Age Range: 5-9)
Required for April 1987 Deputy Headteacher for this Group 5 School.

Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of sae. Closing Date: 1st December 1986. (30297) 110012

DORSET
THE PRIORY C.E. SCHOOL
Wick Lane, Christchurch, Dorset
(Age Range 5-11)
Deputy Headteacher Group 4 required for January, 1987 or as soon as possible thereafter. Committed Christian preferred.

Further details and application forms from the Headteacher. (30290) 110012

EAST SUSSEX
WESTERN ROAD COUNTY PRIMARY SCHOOL
Western Road, Lewes BN7 1PA
From Easter 1987: Deputy Head (Group 4) provisionally to teach 2nd/3rd year class. Enthusiastic and adaptable teacher willing to take Girls Games.

Relocation grants in approved cases.

Application forms (s.a.e. please) from the County Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher as soon as possible. (34904) 110012

ESSEX
WEST MERSEA CP SCHOOL
Barfield Road, West Mersea, Colchester CO5 8QX
Tel: Colchester 382736
(Roll 427)
DEPUTY HEAD, Group 6
Required April, 1987, a suitably experienced and enthusiastic teacher, willing to lead staff and curriculum development. Closing date: 28th November, 1986.

Application forms and further details available from the Area Education Office, Park Road, Colchester CO3 3UP (foolscap s.a.e. please).

ROYDON COUNTY PRIMARY SCHOOL
Roydon, Nr. Harlow CM19 5HN
Tel: Roydon 3152
(Roll 120)
DEPUTY HEAD, Group 3
Required April, suitably qualified and experienced teacher prepared to teach throughout 5-11 age range. Closing date: 28th November, 1986.

Application forms and further details from Area Administrative Officer, West Essex Area Education Office, St. John's Road, Epping CM16 5EB (foolscap s.a.e. please). (34520) 110012

HAMPSHIRE
SOUTH EAST HANTS AREA
PADNELL FIRST SCHOOL
Padnell Avenue, Cowplain, Portsmouth, Hants.
Tel: Waterlooville 263784
RE-ADVERTISEMENT
Required Easter 1987 DEPUTY HEADTEACHER.

Salary Deputy Headteacher Group 5.

Closing date: 28th November 1986.

Please apply to Headteacher, enclosing s.a.e. for further details and application form. Previous applicants will be considered.

The County council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (34381) 110012

HAMPSHIRE
OLD BASING C.E. JUNIOR SCHOOL
Belle Vue Road, Old Basing, Basingstoke RG24 0DE
252 N.O.R.
Required from 27th April, 1987 Deputy Head, for this growing Group 4 school on the outskirts of Basingstoke.

We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

Letter of application to Headteacher. (34984) 110012

HERTFORDSHIRE
ST PHILIP HOWARD RC (AIDED) JMI SCHOOL
Woods Avenue, Hatfield
Head: Mr M.P. McDermott
No. on Roll: January 1987: 176
Applications are invited from suitably qualified and experienced teachers for the DEPUTY HEADSHIP of this Group 4 School, from April, 1987.

Application form and further details from the Divisional Education Officer, The Woodside Centre, The Commons, Welwyn Garden City AL7 4RZ (foolscap sae please). (34843) 110012

HERTFORDSHIRE
TANNERY DRIFT FIRST SCHOOL
Tannery Drift, Royston, Herts. SG8 5DE
Head: Mrs. D.M. Harrison
287 on roll 4-9 years
DEPUTY HEAD required for Easter 1987. Appreciation preferably gained through experience of the demands of both the 'Infant' and 'Lower Juniors' departments is desirable. Initiative and willingness to lead/support both colleagues and parents are essential.

We seek someone who will enjoy playing a full part in every aspect of our busy school life.

Applications to the Headteacher giving full c.v. and names of two referees who know you as a teacher. Please send telephone number and stamped addressed envelope. Visits to the school can be arranged by telephone. (34850) 110012

HERTFORDSHIRE

OFFLEY ENDOWED JMI SCHOOL
School Lane, Offley, Hitchin, Herts. SG5 3AT

Head: Mrs. C. Garvie

97 on roll

Required for April 1987 a DEPUTY HEADTEACHER for this village school. Applications are invited from committed and suitably qualified teachers.

Applicants will be expected to take a leading role in Curriculum development and have an advisory role in one area of the Curriculum. Applicants should indicate particular interests and give an outline of their educational philosophy and methods of teaching.

Further details are available from the Headteacher. Applications should be made by letter to the Headteacher, Mrs. C.J. Garvie giving c.v. and name and addresses of two referees. Prior visits welcomed. Closing date for applications Monday, 1st December 1986. (34855) 110012

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
PELHAM INFANTS' SCHOOL
Pelham Road, Immingham, Grimsby DN40 1JR
Required for January, 1987 if possible:
DEPUTY HEAD, GROUP FOUR, SPA
Experienced teacher keen to show initiative and enthusiasm is required for 3-7 age range. A willingness to participate in all areas of curriculum development is required.

Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby (on receipt of s.a.e.) should be returned to the Head Teacher at the school by the 24th November, 1986. (34136) 110012

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
GRANGE LANE JUNIOR SCHOOL
Cornwall Road, Scunthorpe
Head Teacher: F.J. Goodenough
Group 5 - No. on Roll: 324
Required for Easter, 1987 a suitably qualified and experienced Junior teacher for the post of DEPUTY HEAD TEACHER. An ability to develop Boys Games and Outdoor Pursuits will be relevant to this post.

Application forms and further details may be obtained from the Head Teacher at the School (f.s.a.e. please) to whom completed forms should be returned no later than 24th November, 1986. (34715) 110012

METROPOLITAN BOROUGH OF NORTH TYNESIDE

EDUCATION COMMITTEE

Applications are invited from suitably qualified and experienced teachers for appointment from 27th April 1987 (or earlier, if possible, for King Edward Primary School) to the following posts.

Re-advertisement

BALLIOL PRIMARY SCHOOL,
Chesters Avenue, Longbenton,
Newcastle upon Tyne NE12 8QP

GROUP 5 DEPUTY HEADTEACHER Roll 279

KING EDWARD PRIMARY SCHOOL,
Preston Avenue, North Shields NE30 2BD

GROUP 6 DEPUTY HEADTEACHER Roll 367

King Edward is a recently amalgamated Primary School covering the full age range 5–11 years. There is also a part-time nursery for 26 children.

Application forms and further details for the above posts are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields, NE29 OHW to whom they should be returned within two weeks of the appearance of this advertisement.

North TYNESIDE
Metropolitan Borough Council

It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status.

(04848)

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

HUMBERSTONE JUNIOR SCHOOL
Main Street, Humberstone, Leicester LE5 1AE

NOR 373

ACTING DEPUTY HEADTEACHER

(2 Term Secondment Opportunity)

Acting Head: Miss E.M. Bowe

GROUP 5

Required January for 2 terms. An experienced and enthusiastic teacher is sought who is to take an active part in the organisation of this pleasant surburban school.

This post will give valuable experience to anyone seeking promotion.

Further details from the school (SAE). Closing date 25 November 1986. (34664) 110012

LINCOLNSHIRE
DEPUTY HEAD TEACHER
GONERBY HILL FOOT CE PRIMARY SCHOOL
Gonerby Hill Foot, Grantham NG31 0HQ
(Group 3 - Roll: 142)
Deputy Head Teacher required for April, 1987.

S.A.E. to Headteacher for form and details.

Closing date: 28th November, 1986. (T195). (34652) 110012

LINCOLNSHIRE
DEPUTY HEADTEACHER
GOSBERTON COUNTY PRIMARY SCHOOL
High Street, Gosberton, Spalding PE11 4NW
(Group 3 - Roll: 145)
Deputy Headteacher required for April 1987. (Re-advertisement).

S.A.E. to Head for form and details. Closing date: 28th November, 1986. (T196). (34657) 110012

LONDON SW3
THE ORATORY PRIMARY SCHOOL (JM&I)
Bury Walk, Cale Street, Chelsea, London SW3 6QH
The Governors invite applications from practising Catholics for the post of Deputy Head, to start in April or September 1987.

Further details and application froms are obtainable from the Headmistress, to be returned to the Clerk to the Governors, The Oratory, SW7 2RP, by Monday 15th December 1986. (34473) 110012

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. EDWARD'S R.C. PRIMARY SCHOOL
Castle Street, London E6 1PP
Head Teacher: E.J. McConalogue
Number on Roll: 380
DEPUTY HEAD
Group 5
Required April 1987.
An experienced and enthusiastic teacher to play a leading role in curriculum and staff development. Please state particular curricular interests in letter of application.

Applications from practising Catholics preferred.

Previous applicants will be considered.

London Allowance: £1,110.

Application forms/further particulars (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 25th November 1986.

Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD.

An Equal Opportunity Authority. (34365) 110012

NOTTINGHAMSHIRE
COUNTY COUNCIL
WYNNDALE DRIVE FIRST SCHOOL
Wynndale Drive, Mansfield, Notts. NG18 3NY
Roll: 170
DEPUTY HEAD TEACHER (Group 4)
Required for Easter, to take a lead in curriculum development. Please indicate curricular strengths. Visits to the school welcomed. Vacancy arises due to the promotion of the present Deputy Head.

Application forms available (s.a.e.) from the Head Teacher at the School.

An Equal Opportunity Employer. (30283) 110012

NOTTINGHAMSHIRE
COUNTY COUNCIL
NEWLANDS JUNIOR SCHOOL
Braemar Road, Forest Town, Mansfield, Notts. NG19 0LN
Roll: 172
DEPUTY HEAD TEACHER (Group 4)
Required for Easter. Responsibilities will include a major area of the curriculum, in this semi open-plan school, where co-operative teaching has developed in a vertically grouped continuous day situation. Please state special interests.

This is a re-advertisement and previous candidates will automatically be reconsidered. Visits welcomed.

Application forms and further details are available (s.a.e.) from the Head Teacher at the School.

An Equal Opportunity Employer. (30284) 110012

WEST SUSSEX
DEPUTY HEAD/HEAD OF SCIENCE (GROUP 8)
MANOR FIELD C.P. SCHOOL
Junction Rd., Burgess Hill, West Sussex RH15 0PZ
Required April 1987 an able and enthusiastic teacher committed to high academic standards with a sound philosophy of Education and conversant with the development of the primary school child. The post entails the oversight, planning, coordination and monitoring of the science curriculum throughout the school.

Application form and details from: Mid-Sussex Area Office, Berkworth House, Black Hill, Lindfield, West Sussex RH16 2DU. S.A.E. please.

Closing date: 28th November, 1986. (34983) 110012

WILTSHIRE

Please see display advertisement on Page 46. (12928) 110012

Scale 2 Posts and above

AVON COUNTY
MARSHFIELD CE VC PRIMARY SCHOOL
High Street, Marshfield, Chippenham, Wiltshire SN14 8LR
Required from 1st January 1987, an experienced, caring and competent teacher for a class of 1st and 2nd year Juniors. You should be able to cover the full Primary age range. A willingness to take a full and active prt in school life is essential. The School has a strong musical tradition which includes a thriving Brass Group. Please state curriculum strengths and interests. Scale 2.

Further details from and letters of application to the Headteacher immediately, giving full cv and names and addresses of two referees enclosing sae.

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (34636) 110020

AVON COUNTY
Re-Advertisement
FARMBOROUGH PRIMARY SCHOOL
Farmborough, Bath BA3 1AY
Required from 1st January 1987, a caring and enthusiastic teacher for 2nd/3rd and 4th year children, but adaptable enough to teach the whole primary age range. The post holds responsibility for the development of Mathematics and Science throughout the school and applicants should be able to take on the extra responsibility for Boy's Physical Activities as well as giving a strong lead in extra-curricular activities such as school camp. Scale 2.

Further details from and letters of application to the Headteacher immediately giving full cv and names and addresses of two referees, enclosing sae.

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (34631) 110020

BARNET
LONDON BOROUGH
REQUIRED APRIL 1987 OR EARLIER IF POSSIBLE
GRAHAME PARK JM SCHOOL
Lanacre Avenue, Grahame Park, London NW9 5FN
Junior Teacher for Upper Junior class in the first instance. Please state special interests. Scale 2 for suitably experienced candidate. (TWO POSTS).

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable and returnable to the Head Teacher by 28th November, 1986. (34429) 110020

AVON COUNTY
Re-advertisement
ST ANNE'S INFANT SCHOOL
Bloomfield Road, Bristol BS4 3QT
Required from 1st January 1987, an infant trained enthusiastic, caring teacher who is experienced in the whole infant age range, but initially to work with a class of Middle/Reception children. A skilled pianist is required and an interest in recorder and percussion is desirable. Scale 2 available for suitably experienced and qualified applicant, but applications very welcome from less experienced teachers for a Scale 1 post.

Further details from and letters of application to the Headteacher immediately giving full c.v. and names and addresses of two referees enclosing sae.

Please state which post applied for.

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (34639) 110020

BEDFORDSHIRE
EDUCATION SERVICE
ST. MATTHEW'S INFANT SCHOOL
Wenlock Street, Luton, Beds
Tel: 23970
Required for April 1987, a Scale 2 teacher to develop Record Keeping, Science and Technology through thematic work.

Application forms available from and returnable to the Headmistress, S.A.E. please. Closing date 1.12.86.

An Equal Opportunities Employer. (34817) 110020

BERKSHIRE
KENNET VALLEY CP SCHOOL
Carters Rise, Calcot, Reading RG3 5YT
Required January/April 1987. Scale 3, Team Leader for the Infant Department in an open plan team teaching situation in which the children are vertically grouped. Candidates should be able to bring a wide experience to the post and be prepared to play a leading role.

Application forms and further details from the Headteacher, SAE please.

Closing date: [illegible] November.

An Equal Opportunity Employer. (34311) 110020

BERKSHIRE
PARSONS DOWN JUNIOR SCHOOL
Herons Way, Thatcham, Newbury
NOR: 270
Required for January 1987 or as soon as possible thereafter. A scale 3 Head of Lower School (1st and 2nd Year Juniors). A commitment to team teaching in an open-plan school essential. Ability to offer Science and/or CDT a distinct advantage.

Job description and application form from the Headmaster. Tel: Thatcham 66700. Closing date: 28th November.

An Equal Opportunity Employer. (34309) 110020

BROMLEY
CUDHAM C.E. (CONTROLLED) PRIMARY SCHOOL
Jail Lane, Biggin Hill, Westerham, Kent TN16 3AX
Tel: 0959 72673
Required April or June if possible 1987, an enthusiastic Scale 2 teacher to be responsible for MATHEMATICS or HUMANITIES including RE in this Group 3 School.

You will be expected to teach across the whole of the primary age range. A willingness to participate fully in all aspects of school life is essential.

This is a newly created post.

Application forms and further details are available from the Headteacher at the school (large sae please) to whom completed applications should be returned by 18 November, 1986. (34542) 110020

Buckinghamshire County Council

An Equal Opportunity Employer

EDUCATION DEPARTMENT

CURRICULUM SUPPORT TEACHER – PRIMARY SCIENCE

Scale 3

The Authority is seeking to appoint an experienced and enthusiastic teacher with a commitment to the development of science education in the age range 5–12. The teacher appointed will join a team of three other experienced support teachers and will work with teachers in schools in developing sound classroom practice in science. He/she will advise and assist Headteachers in curriculum development and planning and will work closely with the County Adviser with particular responsibility for science. He/she will share in the organisation and implementation of locally based in-service training and contribute to County courses as required.

This is an exciting opportunity for a teacher to develop skills in school focused in-service training and help to advance primary science across the County.

Applicants already employed as teachers by Buckinghamshire County Council may be considered for secondment to this post.

Car user allowance.

Application forms and further details from Chief Education Officer, County Hall, Aylesbury (Tel: Aylesbury 395000, Ext. 5128). Closing date for applications: 28th November 1986.

(16029)

PRIMARY EDUCATION
continued

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
ELMHURST COUNTY MIDDLE SCHOOL
Dunsham Lane, Aylesbury, Bucks. HP20 2DB
Headteacher: J. Dowton
Roll: 192 pupils
Required EASTER 1986, or earlier if possible, an experienced, committed Teacher, to teach the full primary curriculum initially to a 4th year class.

Expertise to take responsibility for French and Music an advantage, but please state special interests. Scale 2 post available for suitably qualified applicant.

Assistance with removal expenses is given in approved cases.

Application form and further details (s.a.e.) from, and to be returned to, the Headteacher at the school. (34497) 110020

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
STANTON COUNTY MIDDLE SCHOOL
Fairfax, Bradville, Milton Keynes MK13 7BE
Required from April 1987 or earlier, an experienced class teacher, able to work as a member of a team, who can also lead the development of art, craft, design and technology throughout this lively school. Scale 2.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms are available from the Acting Headteacher, P. Cope, on receipt of a foolscap stamped addressed envelope. (34491) 110020

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
ALEX CAMPBELL COUNTY MIDDLE SCHOOL
Buckingham Road, Bletchley, Milton Keynes
Required from Easter 1987 or earlier, a Music Specialist committed to developing a sound musical education policy throughout the school and encouraging creative music making and performances. Scale 2.

The applicant should be an enthusiastic, capable and committed teacher for a vertically grouped 3rd and 4th year class at this established middle school. Integrated learning strategies are in use in this school and applicants should be committed to working in this way and co-operatively with colleagues.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Previous applicants will be automatically reconsidered.

Application forms and further details are available from the Headteacher, M. Riley, B.Ed., on receipt of a foolscap stamped addressed envelope. (34489) 110020

CAMBRIDGESHIRE

EQUAL OPPORTUNITY EMPLOYER)

HUNTINGDON AREA

SAWTRY COUNTY JUNIOR SCHOOL
Middlefield Road, Sawtry, Huntingdon, Cambs. PE17 5SH

Teacher (Scale 2) required for Easter or earlier to be responsible for the co-ordinating and developing of Mathematics.

Further details and application forms from the Headteacher (S.A.E. please). Closing date 28 November 1986.

STILTON COUNTY PRIMARY SCHOOL
Stilton, Peterborough, Cambs.

Required for Easter 1987 Teacher (Scale 2) as Maths Co-ordinator. Assistance with boys games desirable.

Application forms and further details from the Headteacher (S.A.E. please). Closing date 1 December 1986.

WESTFIELD JUNIOR SCHOOL
Ramsey Road, St. Ives, Huntingdon, Cambs.

Required for January or as soon as posible. Team leader (Scale 3) for upper or lower Juniors. Ability to lead on a curriculum area across junior age range essential.

Application forms and further detail from the Headteacher.

Closing date 28 November. (34610) 110020

CAMBRIDGESHIRE
(Equal Opportunity Employer)
ARBURY COUNTY PRIMARY SCHOOL
Carlton Way, Cambridge CB4 2DB
Required from Easter 1987, Teacher with responsibility for mathematics in the school (Scale 2).

An interest in supporting the schools computer work would be advantageous though not essential to the post.

Application form and details from the Headteacher (SAE please). Closing date, 1st December. (34611) 110020

CROYDON
LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

DAVID LIVINGSTONE JM & I SCHOOL
Northwood Road, Thornton Heath, Surrey CR4 8HY

Tel: 01-653 4240

A vacancy exists for an enthusiastic teacher who has experience of and a commitment to an integrated approach to children's learning. Initially, responsibility will be for a 3rd year infant class. In addition, there will be responsibility for the organisation of MUSIC throughout the school.

This is a challenging opportunity for anyone who is keen to develop his or her class teaching expertise at the same time as making a significant contribution to wider aspects of school life.

Please apply directly to the Headteacher for further information and application forms.

Salary: Scale 2.

Tenable 1st January 1987. (34146) 110020

DORSET
AD ASTRA FIRST SCHOOL
Sherborn Crescent, Canford Heath, Poole BH17 8AP
(age range 5-8)
Required April, 1987. Teacher (Scale 2). Responsibilities as Resource Co-ordinator. Co-operative teaching situation.

Application forms and further details from the Head Teacher on receipt of s.a.e. (30396) 110020

DORSET
COLEHILL COUNTY FIRST SCHOOL
Middlehill Road, Colehill, Wimborne, Dorset
Age range 5-9
Required January or Easter 1987, teacher for vertically grouped infant class (5-7 years), Scale 2 with responsibility for Art and Display, also Parent-Teacher liaison.

Application forms and further details from the Head Teacher on receipt of s.a.e.

Closing date 28th November, 1986. (30294) 110020

DORSET
HILLBOURNE FIRST SCHOOL
Kitchener Crescent, Waterloo, Poole BH17 7HX
(Age range 5-8)
Required April, 1987. Experienced Teacher (Scale 3), Curriculum responsibility for Physical Education and Health Education.

Application forms and further details from the Head Teacher on receipt of s.a.e. (30292) 110020

DUDLEY
METROPOLITAN BOROUGH

Equal Opportunities Employer

BLOWERS GREEN PRIMARY SCHOOL
Blowers Green Road, Dudley, West Mids. DY2 8UZ

For January, 1987 or as soon as possible thereafter, PRIMARY TEACHER (Scale 2 + S.P.A.) to be responsible for general language Development of children from Asian and Afro-Caribbean backgrounds with specific reference to acquisition of reading and writing skills. General age range 3-8 years and teaching experience within early years absolutely essential. Experience and knowledge of ethnic minority cultures and faiths highly desirable, together with commitment to multicultural education. Post funded under Section 11 of 1966, Local Government Act.

Details/Application forms from and returnable to Headteacher, Mr. Vines (Dudley 52252) by 28th November. (34367) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
SCALE 2 TEACHERS - NURTURE GROUP
Required for January 1987, or as soon as possible thereafter, experienced INFANT/NURSERY trained teachers with an interest in children with special problems to establish a nurture group of 10 to 12 children in the following multi-cultural schools:-

BUSH HILL INFANT SCHOOL
Main Avenue, Enfield
(Tel: 01-366 0420)
TOTTENHALL INFANT SCHOOL
Tottenhall Road, London N13
(Tel: 01-888 4128)
A full-time welfare assistant will be attached to the class. The persons appointed will be expected to work closely with the other members of staff and the educational psychologist attached to the schools to facilitate re-integration.

There will be some in-service training involved. Applicants are encouraged to approach the schools for an informal visit.

London Allowance £726.

Application forms and further details (large S.A.E.) obtainable from, and to be returned to, the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ.

An equal opportunity employer. (34425) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
BUSH HILL PARK INFANTS SCHOOL
Main Ave., Enfield EN1 1DS
Roll 217
Required for January or Easter 1987.
An experienced and enthusiastic teacher able to assist with overall curriculum development. Scale 2 available.

Please state particular curricular strengths and interests.

Informal enquiries welcomed. Tel: 01-366 0420.

London Allowance, £726.

Application forms (large SAE) obtainable from, and to be returned to, the Head Teacher at the School. Closing date 26th November 1986.

An equal opportunity employer. (34853) 110020

HAMPSHIRE
SOUTH EAST HANTS AREA
MORELANDS FIRST SCHOOL
Scratchface Lane, Purbrook, Portsmouth, Hants.
Tel: Waterlooville 254065
Headteacher: Mrs. B. Jones
Required Easter 1987, Consultant for the Expressive and Creative Arts throughout the school.

Scale 2.

Closing date: 28th November 1986.

We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

Please apply to Headteacher, enclosing curriculum vitae. Please send s.a.e. for further details and application form. (34134) 110020

HARROW
EDUCATION COMMITTEE

ROXBOURNE MIDDLE SCHOOL
Torbay Road, South Harrow, Middlesex
Tel: 01-422 1059

Required for January 1987, or as soon as possible, a Scale 2 teacher to be responsible for co-ordinating work in Science. The successful candidate would need to have some knowledge of computers and be prepared to take P.E. and Games.

Outer London Allowance payable.

Application forms from and to be returned to the Headteacher by 28th November 1986.

Harrow is an Equal Opportunities Employer. (34725) 110020

HAVERING
LONDON BOROUGH OF HAVERING
ENGAYNE INFANT SCHOOL
Severn Drive, Upminster RM14 1SW
Tel: Upminster 26303
(Roll 189)
Headteacher: Mrs. M. M. Wright
Required for April 1987 an enthusiastic teacher, Scale 2, to take a lead in and be responsible for Science and Technology throughout the school. An interest in environmental studies with a view to setting up a school nature area desirable. Applicants should have experience of teaching the whole infant age range. Visits to the school are most welcome by prior arrangement with the Headteacher.

Application forms are available (sae please) from the Director of Educational Services (Ref. Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR.

Closing date: 28th November 1986. (34309) 110020

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
HESSLE C.E. JUNIOR SCHOOL
Northolme Road, Hessle HU13 9JD
SCALE 3 POST/CO-ORDINATOR
Required for Easter 1987, a Year Co-ordinator with initial responsibility for Year 4 and the ability to lead a curriculum area across the school. Candidates should state their curriculum strength, the following being of particular interest: Physical and Health Education; Craft, Design and Technology; Creative Arts.

Application forms and further details are available from the Head of the school (s.a.e. please) to whom completed forms should be returned by 24th November 1986. (34140) 110020

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
ST. AUGUSTINE WEBSTER R.C. PRIMARY SCHOOL
Basildon Road, Scunthorpe
Head Teacher: W.J. Egan
No. on Roll: 358
Required for April, 1987 or earlier if possible, an experienced and enthusiastic Scale 3 teacher to co-ordinate the work of organisation of the Junior classes and take a leading role in curriculum development. The postholder will be a member of the school management team and will initially teach a LOWER JUNIORS class.

Candidates should be practising Catholics.

Application forms and further details may be obtained from the Head Teacher at the School (f.s.a.e. please) to whom completed forms should be returned no later than 24th November, 1986. (34716) 110020

LONDON SW6
ALL SAINTS' C.E. (J.M.& I) SCHOOL
47a Fulham High Street, London SW6 3JJ
Tel: 01-736 2805
Roll. 124
Head Teacher: Mr. M.J. Thomas
Required from January 1987. A Scale 2 post for Top/Middle Infants class. Responsibilities would be for Infant classes as well as Mathematics throughout the school. Visits welcomed.

Further details and application form available from the school. Please send S.A.E. Closing date for applications December 4th (interviews 17th December). (34994) 110020

SURREY
EDUCATION COMMITTEE
ST JAMES' CHURCH OF ENGLAND (CONTROLLED) FIRST SCHOOL
Springfield Meadows, Weybridge, Surrey
Required for the Summer Term 1987 or sooner if possible a Scale 2 general class teacher to take responsibility for Language Development in this 5-8 year First School.

Application forms from: Area Education Office, 7 Monument Hill, Weybridge, Surrey KT13 8RZ. Tel: Weybridge 52811. (34532) 110020

SURREY
EDUCATION COMMITTEE
ROYAL KENT CHURCH OF ENGLAND (CONTROLLED) FIRST AND MIDDLE SCHOOL
Oakshade Road, Oxshott, Surrey
Required from January 1987 or as soon as possible an enthusiastic well organised class teacher prepared to be curriculum leader in Physical Education throughout the primary school age range and to take responsibility for boys games. An interest in Craft, Design Technology would also be an advantage.

Scale 2 available.

Application forms from: Area Education Office, 7 Monument Hill, Weybridge, Surrey KT13 8RZ. Tel: Weybridge 52811. (34531) 110020

SURREY
EDUCATION COMMITTEE
EASTWICK COUNTY MIDDLE SCHOOL
Eastwick Drive, Great Bookham, Surrey KT23 3PP
(8-12) (350) roll.
Enthusiastic class teacher with responsibility for co-ordinating music throughout the school. Scale 2.

Application forms from Head (s.a.e. please) to whom forms should be returned by 28 November 1986. (34529) 110020

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
MOSS PARK INFANT SCHOOL
Moss Park Road, Stretford M32 9MR
Tel: 061-865 2738
SCALE 1
Required January 1987, an experienced Infant Teacher. An ability to teach to a thematic approach an advantage.

Application forms available from and returnable to the Head at the School. Closing date 28th November 1986. (34919) 110020

USA
TEACH ON EXCHANGE - USA
See Overseas Appointments. (30966) 110020

WEST SUSSEX
HALSFORD PARK C.P. SCHOOL
Manor Road, East Grinstead, Sussex
Scale 2
Experienced Teacher of Science for January, 1987.

Application form and details from Area Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex on receipt of s.a.e. (34335) 110020

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
EASTWAY PRIMARY SCHOOL
Eastway, Moreton, Wirral L46 8TA
Tel: 051-677 1335
Group 6 Plus Nursery
Required for January, 1987 or as soon as possible thereafter. CO-ORDINATOR 7-9 or 9-11 age range SCALE 3 Plus S.P.S. Allowance. This post is due to the promotion of previous holder.

Applications welcomed from energetic and committed teachers seeking responsibility and wishing to work in an environment of structured professional development. Applicants for this post should be able to offer leadership in a combination of the following curriculum areas:

Computer Studies/Physical Education/Language Development/Moral Social Development/Science.

Further information available by telephoning the school or sending S.A.E.

Letter of application with full C.V. and names and addresses of two referees to the Headteacher at the school. Closing date Wednesday 26th November 1986. (34704) 110020

AVON COUNTY
AVON PRIMARY SCHOOL
Barracks Lane, Shirehampton, Bristol BS11 9NG
2 POSTS TO TEACH UPPER JUNIORS
1) required 1st January 1987, or as soon as possible thereafter, a teacher to be responsible for music throughout the school who is a competent pianist.

2) Required from 1st January 1987, a teacher with the ability to play the piano and willingness to teach, choir and recorder groups an advantage. Fixed Term Contract to 26th April 1987.

For both posts: Further details from and letters of application to the Headteacher immediately, giving full cv and names and addresses of two referees, enclosing sae.

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (34637) 110022

AVON COUNTY
ILMINSTER AVENUE INFANTS SCHOOL
Ilminster Avenue, Knowle West, Bristol BS4 1BX
Required from 1st January 1987, an enthusiastic, flexible teacher to take a top infant class. The High Scope approach is being considered in the school.

Fixed Term Contract to 26th April 1987 to cover secondment.

Further details from and letters of application to the Headteacher immediately, giving full c.v. and names and addresses of two referees, enclosing sae.

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (34638) 110022

AVON COUNTY
ST ANNE'S INFANT SCHOOL
Bloomfield Road, Bristol BS4 3QT
Please see under Primary Education Scale 2 and above. (34640) 110022

Scale 1 Posts

AVON COUNTY
VICTORIA PARK INFANT SCHOOL
St. Johns Lane, Bedminster, Bristol BS3 4QS
Required from 1st January, 1987, a teacher for one of our reception classes (4 year olds). The position may be suitable for a newly-qualified teacher who could offer exciting curriculum strengths to the school. Fixed term contract to 26th April 1987 to cover maternity leave.

Further details from and letters of application to the Headteacher immediately (Tel: (0272) 663413) giving full c.v. and names and addresses of two referees, enclosing s.a.e.

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (34531) 110022

AVON COUNTY
UPHILL COUNTY PRIMARY SCHOOL
Old Church Road, Uphill, Weston-super-Mare BS23 4XH
Required from 27th April 1987, a caring enthusiastic and well organised teacher who is willing to work throughout the infant range but initially with a class of middle/top infants. Please state curriculum strengths and interests.

Further details from (Tel: Weston-super-Mare 26709) and letters of application to the Headteacher immediately, giving full cv and names and addresses of two referees, enclosing sae.

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (34635) 110022

BARNET
LONDON BOROUGH
REQUIRED FOR APRIL 1987 OR JANUARY 1987 IF POSSIBLE
ST. MARY'S R.C. J.M.I. SCHOOL
Regents Park Road, Finchley, N3 1DH
Tel: (01) 346 0482
Roll: 359
Scale 1 teacher for reception class. Visits welcome.

Removal expenses and separation allowances available.

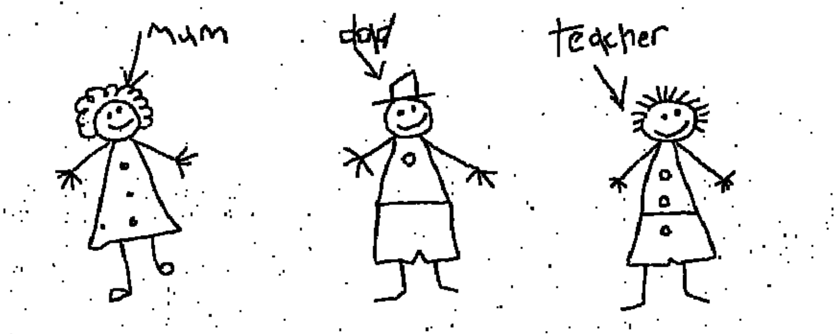
Application forms (s.a.e.) obtainable from and returnable to the Headteacher by 28th November, 1986. (34488) 110022

BARNET
LONDON BOROUGH
Required for April 1987 or January 1987 if possible.
CROMER ROAD JMI
Cromer Road, New Barnet EN5 5RT
Tel: 01-449 3492
Roll No. 344
Top Infant Class Teacher.
Scale 1
Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Headteacher by 28th November 1986. (34857) 110022

PRIMARY TEACHERS

After mums and dads, probably the most influential figure in a young person's life.



Here in Enfield we recognise the central role that a teacher plays in a child's development. We recognise, too, the importance of job satisfaction to our teachers, which is why we support them with one of the best in-service programmes around, both in the school and authority setting.

But, apart from job satisfaction, there are other plusses to working in Enfield. Because here you'll find the best combination of city and suburban living: a pleasant, outer London borough with easy access to the bright lights yet only a stone's throw from the rolling Hertfordshire countryside. There's something for everyone here, plus the fact that we're only a few miles from the M25 — with its motorway links to just about every corner of the country. And there's a lively, informal Teachers' Centre — offering a wide range of educational, social and leisure activities.

ENFIELD for greater job satisfaction.

Get on to Diane Humphrey on 01-366 9370. You'll find her very helpful. Or you can write to her for an application form and information pack — large SAE please — at Education Dept., P.O. Box 56, Civic Centre, Silver Street, Enfield, Middx. EN1 3XQ.

An equal opportunity employer.

An Equal Opportunity Employer

LONDON BOROUGH OF
Enfield

PRIMARY EDUCATION
continued

BARNET
LONDON BOROUGH
Required for April 1987 or January 1987 if possible
TOLLIS JUNIOR SCHOOL
Pursley Road, Mill Hill, London NW7 2HT
Tel: 01-959 1728
Roll No. 310
Experienced Teacher for Lower Junior class. Scale 1.
Hostel accommodation and separation allowances available.
Application forms (s.a.e.) obtainable from and returnable to Headteacher by 28th November, 1986. 110022
(34858)

BEDFORDSHIRE
EDUCATION SERVICE
PUTNOE LOWER SCHOOL
Overstone, Bedford MK41 8EN
Tel: Bedford (0234) 52882
Required for April 1987 an experienced and enthusiastic Lower School Class Teacher with special ability in creative Art/Craft and Display. Scale One.
Applicants should be adaptable and willing to take a full part in the life of the school.
Application Forms and further details from the Headmistress, S.A.E. please.
AN EQUAL OPPORTUNITIES EMPLOYER. 110022
(34826)

BEDFORDSHIRE
EDUCATION SERVICE
WHITEFIELD INFANT SCHOOL
Stockholm Way, Luton, Beds.
Tel: 590659
Required for January 1987, an experienced teacher for a bilingual children. Commitment to multi-cultural approach essential. Scale 2 post for suitable applicant.
Application forms available from and returnable to the Headmistress, S.A.E. please.
An Equal Opportunities Employer. (34812) 110022

BEDFORDSHIRE
EDUCATION SERVICE
DALLOW JUNIOR SCHOOL
Dallow Road, Luton, Beds.
Tel: 33853
Required for January 1987, a Scale 1 teacher for this multi-cultural school. Ability to offer Boys P.E. or Humanities an advantage. Temporary appointment.
Application forms available from and returnable to the Headmaster, S.A.E. please.
An Equal Opportunities Employer. (34815) 110022

BEDFORDSHIRE
EDUCATION SERVICE
SOMERIES INFANT SCHOOL
Wigmore Lane, Luton, Beds.
Tel: 414945
Required for January/April 1987, an enthusiastic and experienced teacher to be responsible for Liaison and the co-ordination of all aspects of Special Needs. Scale 2 post available for a suitable applicant.
Application forms available from and returnable to the Headmistress, S.A.E. please.
Closing date 24.11.86.
An Equal Opportunities Employer. (34819) 110022

BEXLEY
LONDON BOROUGH
Applications are invited from Primary trained teachers for temporary or permanent appointments commencing 1st January 1987. Infant experience particularly welcome.
Forms of application and further details available from Chief Education Officer for Schools, (T.5), Town Hall, Crayford, Kent DA1 4EN.

ST. JOHN FISHER R.C. PRIMARY SCHOOL
Kale Road, Thamesmead, Erith, Kent DA18 4BA
Full-time permanent Infant teacher required for April, Scale 1 post. Catholic preferred. Visits to the school welcomed.
Application forms and further details which should be returned to the Chairman of Governors, c/o the School) are available from the Head Teacher (s.a.e.).
SUPPLY TEACHERS - PRIMARY AND SECONDARY SCHOOLS
Supply teachers are urgently required for work in Primary and Secondary Schools. Work is on a day to day basis but there are prospects for continuity of employment.
Application forms available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent DA1 4EN. (34151) 110022

BROMLEY
ST JAMES R.C. PRIMARY SCHOOL
Maybury Close, Petts Wood, Orpington, Kent BR5 1BL
Tel: 01-681 8107
For January 1987, a temporary Teacher (scale one), possibly two terms to take a Junior one class Scale 1. You should be a Roman Catholic.
Application forms and further details available from the Head Teacher at the school to whom completed forms should be returned by the 25th November 1986. 110022
(34478)

BROMLEY
PERRY HALL PRIMARY SCHOOL
Perry Hall Road, Orpington, Kent BR6 0EF
Tel: Orpington 32464
For January 1987, an experienced teacher for class of Reception Children. Two term temporary appointment. Scale 1.
Application forms from the Headmaster of the school (large s.a.e. please) to whom completed forms should be returned by 25th November 1986. (34508) 110022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
HEELANDS COUNTY FIRST SCHOOL
Glovers Lane, Heelands, Milton Keynes MK13 7QL
Required from January 1987, a teacher to join a dynamic and professionally committed staff of an expanding Group 4 school. This is a temporary post for two terms with a class of 7 and 8 year olds. Scale 1.
Apply by letter to the Headteacher, Miss M. Knight, stating full curriculum vitae and the names and addresses of two referees. (34493) 110022

CAMBRIDGESHIRE
(Equal Opportunity Employer)
SUTTON C.E. PRIMARY SCHOOL
The Brook, Sutton, Ely, Cambs. CB6 2QH
Required from January, Teacher (Scale 1) to take a 3rd Year Junior Class. An interest in Girls Games would be an advantage.
Application form and details from the Headteacher (s.a.e. please).

ST. LUKES C.E. (A) PRIMARY SCHOOL
French's Road, Cambridge CB4 3DZ
Required (from January, teacher (Scale 1) to work with a class of top infants/lower year juniors, in this multi-ethnic city centre school.
Application form and details from the Headteacher (s.a.e. please). Closing date 28th November 1986. (34450) 110022

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
WINYATES C.P. SCHOOL
Orton Goldhay, Peterborough PE2 5RT
Tel: Peterborough 234185
Head Teacher: Mr. P.J. Brittain
GROUP 3
Roll: 470
The school is open-plan and serves children of the 4 - 11 year age range in a new housing development area. The school positively encourages community involvement in its life.
Required for January, 1987:-
An enthusiastic and committed teacher to work initially with children in Primary years 4/5 (Junior 1/2) Scale 1 applications from probationary teachers welcome.
Possibility of assistance with housing in appropriate cases.
Forms of application and further details from the Head Teacher at the above address (s.a.e.). Closing date for receipt of applications, 28th November, 1986. 110022
(34448)

CAMBRIDGESHIRE
(Equal Opportunity Employer)
BAR HILL COMMUNITY PRIMARY SCHOOL
Bar Hill, Cambridge CB3 8DY
Required from January 1987, Reception Infant Teacher (Scale 1).
Apply in writing with full c.v. to the Headteacher at the school.

PRIORY INFANTS' SCHOOL
Gelfrid Road, Cambridge CB5 8NB
Required for Easter, a caring and energetic reception class teacher (Scale 1).
Application forms from the Headteacher (s.a.e. please). Returnable by 28th November 1986. (34613) 110022

EAST SUSSEX
FELLS JUNIOR SCHOOL
Pelham Terrace, Lewes BN7 2DR
Roll: 105
From January 1987 (if possible for Easter 1987): experienced Teacher for a class of 2nd year class. Interest in Art & Display an advantage.
Relocation grants in approved cases.
Application forms (s.a.e. please) from the County Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher. (34503) 110022

ESSEX
CHIGWELL ROW COUNTY PRIMARY SCHOOL
Chigwell Row, Essex IG7 6EZ
Tel: 01-500 5355
(Roll 217)
TEACHER OF INFANTS, Scale 1.
Required January or April, enthusiastic teacher, committed to good modern infant practice. Visits welcome.
Apply to Headteacher (foolscap s.a.e. please).

WALTHAM HOLY CROSS JUNIOR SCHOOL
Quendon Drive, off Monkswood Avenue, Waltham Abbey EN9 1LG
Tel: Lea Valley 718775
(Roll 281)
JUNIOR TEACHER, Scale 1
Required January, experienced teacher for 4th year class.
Apply to Headteacher (foolscap s.a.e. please).
(34521) 110022

HARROW
EDUCATION COMMITTEE
STANBURY FIRST SCHOOL
Abercorn Road, Stanmore, Middx.
Tel: 01-954 1423
Required, for January 1987, for 2 terms, an experienced teacher for a class of 6 year olds. This vacancy occurs through the secondment of a member of staff.
Outer London Allowance payable.
Application forms (one and to be returned to the Headteacher) by 28th November 1986 (Please enclose SAE).
Harrow is an Equal Opportunities Employer. (34797) 110022

HARROW
EDUCATION COMMITTEE
CANNON LANE MIDDLE SCHOOL
Cannon Lane Avenue, Pinner, Middx. HA5 1YA
Scale 2. Applications are invited from enthusiastic and experienced teachers committed to Modern Primary Practice to co-ordinate the Science teaching throughout the age range.
The person appointed will be responsible initially for a first year class.
Applicants should give details of other curricular strengths and/or interests.
Outer London Allowance payable.
Application forms (one and to be returned to the Headteacher) by 28 November 1986.
Harrow is an Equal Opportunities Employer. (34799) 110022

HERTFORDSHIRE
WOOLENWICK JM SCHOOL
Bridge Road, Stevenage, Herts. SG1 3NH
Tel: Stevenage 352418
Head: Mr M.J. Faulkner
Required for January 1987 a Scale 1 Junior Teacher. This is permanent post. Musical ability would be an advantage. Visits to the school welcomed.
Letter of application including c.v. and names and addresses of two referees should be forwarded as soon as possible to the Headteacher. S.a.e. please. (34346) 110022

HERTFORDSHIRE
BANDLEY HILL INFANT SCHOOL
Featherston Road, Stevenage
Tel: Stevenage 319181
Headteacher: Mrs Jean McAdam
Required for January 1987 Scale 1 Infant Teacher to work in a co-operative teaching situation.
Applications to the Head including particular curriculum strengths. Visits to the school welcomed.
S.a.e. please. (34545) 110022

HERTFORDSHIRE
KNEBWORTH JMI SCHOOL
London Road, Knebworth, Herts.
Tel: Stevenage 812184
Head: Mr J. Downes
Required for January 1987 a teacher to take a lower junior class to cover for the absence of teacher on maternity leave.
Please apply in writing to the Headteacher including curriculum vitae and the names and addresses of two referees. (34399) 110022

HERTFORDSHIRE
RYELANDS JMI SCHOOL
Essex Road, Hoddesdon, Herts. EN11 0EX
Tel: Hoddesdon 464627
Required for January 1987, for two terms, an enthusiastic class teacher to work in a Junior Department of the school. Scale 1 plus London Allowance and social priority school allowances.
Letter of application together with the names and addresses of two referees to the Headteacher asap. Visits welcomed. (34825) 110022

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
NUNSTHORPE MIDDLE SCHOOL
Butcliffe Avenue, Grimsby DN35 7AL
Required for January 1987: Enthusiastic and energetic TEACHER, SCALE 1 to be responsible for a third year class in the first instance with ability to offer a contribution towards P.E. and Games or Outdoor Activities would be desirable and advantageous.
Application forms, available from the Divisional Education Officer, Eleanor Street, Grimsby (on receipt of s.a.e.) should be returned to the Head Teacher at the school by 24th November, 1986. (34135) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SPINNEY HILL PRIMARY SCHOOL AND COMMUNITY CENTRE
Ventnor Street, Leicester LE5 5EJ
NOR 445F/T 60 P/T
SCALE 1
Required experienced teacher to support and be involved in language development work with infant aged children in a multi-cultural primary school. Ability to speak an Indian language would be an asset. Please state curriculum strengths and interests. Scale 2 possibly available for someone with appropriate experience.
Please contact the Headteacher for further details and application forms (SAE). (34560) 110022

LONDON N6
ST. MICHAEL'S C. OF E. PRIMARY SCHOOL
North Road, Highgate, London N6 4BG
Tel: 01-340 7441
Required January 1987 a Scale 1 Music Teacher to work in class and instrumentals with well motivated children (4-11 years). The school has a strong musical tradition. Vacancy due to promotion. Closing date: 28th November.
Further information and application form from the Headteacher, R.N. Price. (34316) 110022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
HOLY TRINITY C. OF E. PRIMARY SCHOOL
Eltris Road, London SW19 6PW
Tel: 01-540 1891
Head Teacher: Miss E.C. Rumney
Age Range: 5-9 years
No. on Roll: 130
Required from January or as soon as possible a temporary class teacher for a maternity leave class. Music an advantage.
Closing Date: 24th November.
Application forms and further particulars are available from the Head Teacher at the school by 24th November, 1986.
Please include a contact telephone number when requesting application form. (34567) 110022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
MERTON PARK PRIMARY SCHOOL
Church Lane, Merton Park SW19 3PX
Tel: 01-542 7128
Head Teacher: Miss C.M. Gibson
Age Range: 5-9 years
No. on Roll: 205
Required for January 1987 a temporary part-time Teacher (0.7) for Creative Art only. Whole class teaching and some group work will be involved.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (34562) 110022

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. JAMES'S CHURCH OF ENGLAND JUNIOR SCHOOL
Tower Hamlets Road, London E7 9DA
Head Teacher: Miss L. Loizon
Number on Roll: 216
CLASS TEACHER
Scale 1
Required January 1987 or as soon as possible.
An enthusiastic class teacher to initially take over a first year class.
London Allowance: £1,110 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 25th November 1986.
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Authority. (34364) 110022

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
GLODWICK INFANT/NURSERY SCHOOL
Glodwick Road, Oldham
TEACHER - Scale 1
Required for January 1987, lively and enthusiastic teacher for a vertically grouped class in this open plan Infant School.
The school is situated in pleasant surroundings and admits children from a variety of ethnic minority backgrounds.
A sensitive child centred approach and a commitment to parental involvement is essential.
Please apply by letter to the Head at the address including full c.v. and names and addresses of two referees by 21 November.
An Equal Opportunity Employer. (34700) 110022

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANFYLLIN C.P. SCHOOL
Required for January, 1987, or as soon as possible thereafter a Scale 1 teacher for Top Infants/Lower Juniors. Applicants should be able to offer Music, ability to run Girls Games and speak Welsh would be an advantage but not essential. (Ref: 358).
Application forms available from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 27th November. 1986. (34455) 110022

REDBRIDGE
ST ANTONY'S R.C. PRIMARY SCHOOL
Mornington Road, Woodford Green, Essex IG8 0TZ
Tel: 01-504 4706
Head: Miss A.P. Moyler, B.A.
Required for January 1987, or as soon as possible thereafter, a Teacher of Infants. Candidates should be practising Catholics and preferably hold a Catholic Teachers Certificate.
The post is on Scale 1 with Outer London Allowance.
Application forms and further details are obtainable from the Headteacher of the school and completed applications are returnable to the Chairman of the Governors, Rev. Brian McGrath, C.P.M., c/o the Head at the school by 24th November 1986.
Please quote reference 358 and enclose a stamped addressed envelope.
Telephone number when requesting application form. (34567) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
ORLEANS INFANTS' SCHOOL
Harlington Road, Twickenham, Middlesex TW1 3EN
Tel: 01-892 1654
SCALE 1 TEACHER Plus £735 Inner London Allowance.
An experienced Reception Class Teacher is required from January 1987. This is an unestablished post, 0.5, in the Spring Term, becoming full time in the Summer Term.
Visits to the school are welcome by appointment with the Headteacher.
Forms (foolscap s.a.e.) from Direct Labour Unit, Education, Regal House, Twickenham Road, Twickenham, Middlesex TW1 3QB, to be returned by Friday 28th November 1986. (34369) 110022

SHROPSHIRE
WOMBRIDGE CO PRIMARY SCHOOL
Harmbill Telford, Shropshire TF2 6AN
Tel: Telford 615342
Required for January, 1987. Temporary, Full-time scale 1 Teacher for class of middle infants to initially an experienced teacher to work in a cooperative situation.
Application forms and details from the head, to whom they should be returned by 21st November. (34089) 110022

STOCKPORT
Required from 1st January or as soon as possible thereafter TEACHER, Scale 1
NEVILLE ROAD JUNIOR SCHOOL
Neville Road, Bramhall, Stockport SK7 1DS
(Tel: 061-439 4398)
A suitably qualified and experienced teacher required to teach lower juniors. Please state special interests.
Application forms available from the Director of Education, Town Hall, Stockport SK1 3XE (Tel: 061-480 4949 Ext. 3813) and returnable to the Headteacher at the school quoting reference to 28th November 1986.
Stockport is an equal opportunities employer. 110022 (34615)

STOCKPORT
Required for January 1987 or as soon as possible thereafter TEACHER
Scale 1 Ref: 3057
MOSS HEY PRIMARY SCHOOL
Bakstone Avenue, Bramhall, Stockport SK7 1DB
(Tel: 061-439 3114)
A suitably qualified and experienced Primary teacher for lower juniors. An interest in games or music would be a advantage.
Application forms available from the Director of Education, Town Hall, Stockport SK1 3XE (Tel: 061-480 4949 Ext. 3813) and returnable to the Headteacher at the school, quoting reference, by 28th November 1986.
Stockport is an equal opportunities employer. 110022 (34617)

SURREY
EDUCATION COMMITTEE
ST MARY'S CHURCH OF ENGLAND (AIDED) MIDDLE SCHOOL
Sugden Road, Long Ditton
Required from January 1987 a good general class teacher, initially for two terms with possibility of a permanent post. An interest in boys P.E., Games or Craft would be an advantage.
Application forms and further details from Area Education Officer, 2 Monument Way, Weybridge, Surrey KT13 8BB. Tel: Weybridge 38811.
Closing date 30th November 1986. (34543) 110022

SURREY
EDUCATION COMMITTEE
ST NICOLAS C.E. FIRST SCHOOL
Portsmouth Road, Guildford
An enthusiastic and energetic teacher required for January 1987 or as soon as possible thereafter to work in a class of infants. Candidates should be practising Catholics and preferably hold a Catholic Teachers Certificate.
Application forms from the Headteacher (s.a.e. please). 110022 (34530)

SURREY
EDUCATION COMMITTEE
ST POLYCARP R.C. PRIMARY SCHOOL
Waverley Lane, Farnham, Surrey GU9 8BQ
Required for January 1987 flexible enthusiastic school class teacher.
Application forms and further details are available from the Headteacher at the school concerned (s.a.e.) to whom they should be returned. (34498) 110022

PRIMARY EDUCATION
continued

SUTTON
LONDON BOROUGH OF SUTTON
EASTBOURNE PRIMARY SCHOOL
Hartland Road, Sutton, Surrey SM4 4JZ
TEACHER - SCALE 1
Required for January 1987 an infant teacher required to take a reception class in the first instance.
Application form available from the DIRECTOR OF EDUCATION, The Grove, Carshalton, Surrey SM5 3AL with a s.a.e. Closing date 27th November 1986. 110022
(34507)

WILTSHIRE
Please see display advertisement on Page 46. 110022
(33939)

Remedial and Special Needs Teaching Posts

Scale 2 Posts and above

CAMBRIDGESHIRE
(Equal Opportunity Employer)
TEACHER OF HEARING IMPAIRED CHILDREN
Applications are invited from teachers of children with impaired hearing for a vacancy which has arisen at a Special Primary/Infant Unit in the Mayfield School in the City of Cambridge.
Scale 2 or Scale 3 depending on qualifications and experience. The post is available from January or Easter.
Application forms and further details from Senior Area Education Officer, Cambridge Area Education Office, Castle Court, Shire Hall, Cambridge CB3 0AP. (s.a.e. please). (34499) 110020

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
LANGUAGE SUPPORT SERVICE
Morden Hall, Morden Hall Road, Morden SM4 5HY
Tel: 01-640 7989
Teacher Advisor: Mrs. M.M.L. Cooper, A.M., M.Ed.
SCALE 2 SPECIALISTIC SPECIAL NEEDS TEACHER
Required for a term from 1st January, 1987.
Candidates are expected to have had good classroom experience and evidence of linguistic competence.
Mileage allowance is available.
Closing Date: 28th November, 1986.
Application forms and further details of the post are available from the Teacher Advisor at the above address. Please enclose a stamped addressed envelope. (34493) 110020

Middle School Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
ST. GREGORY'S R.C. (V.A.) MIDDLE SCHOOL
Midgeham Close, Turn, Bedford MK40 4AT
Tel: Bedford 68649
HEADSHIP
Required for April 1987 or as soon as possible thereafter.
Group 3.
418 pupils and number on roll: 419 pupils aged 9-13 years.
The Governors invite applications from enthusiastic, experienced, committed Catholics to head this thriving school.
Application forms and further details from Professor D.F. Brancaccio, Chairman of Governors, 13 Main Road, Biggleswade MK44 1RB on receipt of a stamped addressed envelope.
Visits to the school and informal enquiries to the Chairman of Governors.
Closing date: 28th November, 1986.
This advertisement is placed on behalf of the Governors of St. Gregory's R.C. Middle School.
An Equal Opportunities Employer. (35888) 120010

Deputy Headships
Second Masters/Mistresses

HEREFORD AND WORCESTER
COUNTY COUNCIL
GANNOW MIDDLE SCHOOL
Gannow Lane, Rubery, Rednal, Birmingham B45 9BY
A Deputy Headteacher required for this Group 4 Middle School from the Summer Term 1987. The successful candidate will be assisting the Headteacher in the overall organisation and also Science throughout the School.
Ability to assist with Mathematics/Computer Studies an advantage.
Application forms and further details are available from the Headteacher at the above address. (34429) 120012

NOTTINGHAMSHIRE
COUNTY COUNCIL
BERRY HILL MIDDLE SCHOOL
Blackwatch Lane, Mansfield, Notts. NG18 4JH
Mixed : 316 (9-13)
DEPUTY HEAD TEACHER (Group 4)
Required for Easter. Previous Middle School experience would be an advantage, although the main requirement is for an energetic and creative approach to education and the ability to take on a significant leadership role in a highly skilled and well activated team.
Application forms and further details are available from the Head Teacher at the School.
An Equal Opportunity Employer. (30276) 120012

By Subject Classification

Art and Design

Scale 1 Posts

NORTHAMPTONSHIRE
NORTHAMPTON BLACKTHORN MIDDLE SCHOOL
Blackthorn Road, Northampton NN3 4PT
Required for April 1987, a Scale 1 Teacher for Art/Craft. Ability and/or interest in CDT would be useful but not essential.
This is a purpose built 4fe 9/13 Middle School.
Application form and further details available from the School (SAE please).
Closing date 3 weeks after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (30281) 121222

Craft, Design & Technology

Scale 2 Posts and above

BEDFORDSHIRE
EDUCATION SERVICE
RIVERSIDE MIDDLE SCHOOL
TEACHER OF CDT
Scale 2 Responsibility.
See main advert under Middle Scale 1.
(34487) 122120

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
RIVERSIDE MIDDLE SCHOOL
Church Lane, Bedford MK41 0BA
Tel: 02343 50584
Required for January 1987 if possible, or Easter 1987, teacher of craft, design technology, scale one.
A scale two post may be available for suitably qualified and experienced candidate.
Application forms and further details from the Headmaster. SAE please. (34523) 122122

Home Economics

Scale 1 Posts

NORTHAMPTONSHIRE
NORTHAMPTON KINGSTHORPE MIDDLE SCHOOL
Northfield Way, Wolford Road, Northampton NN2 8AE
Required for January 1987 at this large 9-13 Middle School, a teacher to take responsibility for Home Economics (Cookery Option). This is a Scale 1 appointment.
Apply immediately by letter, including full c.v. and the names and addresses of two referees, to the Acting Headteacher at the school.
Interviews are likely to take place during to week commencing Monday 15 December 1986.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (30273) 123022

Humanities

Heads of Department

NORTHUMBERLAND
SEATON SLUICE COUNTY MIDDLE
Alston Grove, Seaton Sluice, Whitley Bay NE26 4JS
Required a.s.a.p., Head of Humanities with Year Group responsibility. An experienced teacher with a background of Geography and a keen interest in Social Studies Scale 3.
Application forms and further details (foolscap s.a.e.) to Headteacher returnable within 14 days. (34915) 123218

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
LONGFIELD CE MIDDLE SCHOOL
Main Road, Longfield, Dartford, Kent DA3 7PW
Required as soon as possible in this 5-form entry 9-13 middle school, a Scale 3 Teacher of French.
The post involves some teaching of general subjects, details of which will be by mutual arrangement.
Further details and application form from the Headteacher at the school. (SAE please).
Closing date: 21st November 1986.
Possibility of help with temporary housing in appropriate cases. (34152) 125620

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
ROBERTS BRIDGE MIDDLE SCHOOL
Hill Grounds, Kempston, Bedford MK42 8PU
Tel: Bedford 854351
Required for January 1987, a teacher of French, scale one to work with all age groups in this large 9 to 13 middle school.
The successful candidate will act as a tutor to a class of 10 plus pupils and teach English and Social Studies to this group.
Application forms and further details from the Headmaster, SAE please. Closing date 3rd December 1986.
An equal opportunities employer. (34914) 125622

MERTON
LONDON BOROUGH OF MERTON
HEAD TEACHER of FRENCH with Secondary Social Studies General. (34985) 125622

Physical Education

Heads of Department

HERTFORDSHIRE
THOMAS BOURNE CHURCH OF ENGLAND (AIDED) MIDDLE SCHOOL
Durrants Lane, Berkhamsted Group 5 (9-13)
Headmaster: Mr. R.B. Ramsay
Age Range: 9-13 years
No. on Roll: 463
Required for January 1987. Three teachers to cover the temporary posts, or combination of subjects. These are temporary posts which may become permanent.
1) General Subjects Teacher with an interest in Girls P.E. through the school.
2) Teacher of French with general subjects.
3) Teacher of Social Studies with General subjects.
CLOSING DATE: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (34963) 125622

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
HOLME MEADS MIDDLE SCHOOL
Mead End, Biggleswade, Bedfordshire SE18 8JU
Tel: Biggleswade 318123
Required for January 1987, a teacher of boys P.E., Scale one.
An ability to teach some general subjects in the second year would be an advantage.
Please state subject interests.
Application forms and further details from the Headmaster, S.A.E. please.
An equal opportunities employer. (34858) 124222

MERTON
LONDON BOROUGH OF MERTON
General Subjects Teacher with an interest in Girls P.E. through the school.
See Middle. General. (34964) 124222

Social Studies

Scale 1 Posts

MERTON
LONDON BOROUGH OF MERTON
Teacher of Social Studies with General Subjects.
See Middle. General. (34966) 125622

Other than by Subject Classification

Scale 2 Posts and above

WEST SUSSEX
BROADFIELD NORTH FIRST & MIDDLE SCHOOL
Seymour Road, Broadfield, Crawley, Sussex
Required Easter 1987 or earlier if possible, an experienced teacher for Scale 3 post with responsibility for organisation and development of the curriculum across the first school department, and departmental administration.
Further details and application form from Area Education Office, Goffs Park House, Goffs Park, Horsham Road, Crawley, West Sussex. (SAE please). (34375) 125540

Scale 1 Posts

HERTFORDSHIRE
THOMAS BOURNE CHURCH OF ENGLAND (AIDED) MIDDLE SCHOOL
Durrants Lane, Berkhamsted Group 5 (9-13)
Headmaster: N.F. Luckett, M.A. (Oxon.)
Required January or April 1987, qualified and experienced teacher, (Scale 1) initially to take charge of a class of nine year olds, and to teach in the first two years of the School. Ability to offer music and/or art and craft would be useful.
Applicants should be practising Christians, keen to play a full part in the life of Church School.
Full details and Application Form from the Headmaster, (Tel: Berkhamsted 6946). (34850) 125622

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
ST. THOMAS OF AQUIN'S CANTERBURY R.C. MIDDLE SCHOOL
Croydon Road, Mitcham, Surrey CR4 1YG
Tel: 01-648 0869
Head Teacher: Mr. T.J. O'Regan
Age Range: 9-13 years
No. on Roll: 270
Required for January 1987 a General Subjects Teacher to cover for maternity leave.
CLOSING DATE: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (34967) 125622

SUFFOLK
COUNTY COUNCIL
ELM TREE MIDDLE SCHOOL
Rainworth Avenue, Lowestoft NR33 8HQ
9-13: 438 pupils
Required from the Summer Term 1987, a lively imaginative English Coordinator, Scale 2, for a key position in this 9-13 Middle School.
Applicants should be committed to an active learning approach and to participate to play a full part in the life of the school.
Application forms and further details available from the Headteacher at the school concerned (s.a.e.) to whom they should be returned. (34420) 120012

WEST SUSSEX
FIRST BRIDGES MIDDLE SCHOOL
Oaks Drive, Three Bridges, Crawley
Scale 1 Teacher
Required Easter, 1987. Full contribution to work of school together with curriculum strengths - ability to teach P.E./Games an advantage.
Application form from Area Education Officer, Goffs Park House, Horsham Road, Crawley on receipt of foolscap s.a.e. (34336) 125622

Secondary Education

Headships

HAMPSHIRE
HIGHLANDS COMPREHENSIVE SCHOOL
North Street, Hedge End, Southampton SO4 7RZ
N.O.R. 860 approx
HEADTEACHER Group 10 Scale 5
Salary scale currently £19,260 - £20,766
Required September 1987.
Application forms from Education Officer, Commun Street, Lymington, Hants. Enclosing s.a.e. for further details and application form. Closing date 28th November, 1986.
The County Council pursues a policy of equal opportunity. Applications particularly from people with disabilities. (33259) 130215

SECONDARY HEADSHIPS

continued

HERTFORDSHIRE

THE CTLEY COOPER SCHOOL
St. Annett's Lane, Hemel Hempstead
Group 1
Applications are invited for the Headship of this six-form entry secondary school for April 1987 on the retirement of the present Head.
The school is an amalgamation of the previous Grove Hill and Highfield Schools and is considerable building programme has enabled previous provision. Its fine site lies to the N.E. of the town where housing continues to increase.
Forms and further particulars are available from the Divisional Education Officer, The Bury, Queensway, Hemel Hempstead, Herts. HP1 1UQ, to whom applications should be returned by November 28th. (S.a.e. please).
(30866) 130010

OXFORDSHIRE

COUNTY COUNCIL
CHILTERN EDGE SCHOOL
Reades Lane, Sonning Common, Reading, Berks.
11-16 Comprehensive - 1000 on Roll
Required from Easter 1987, a Headteacher for this Group 11 Upper School.
Application forms and further details available from The Chief Education Officer (Ref RMC), Macclesfield House, New Road, Oxford OX1 1NA (sae please) to be returned by 5th December 1986.
An Equal Opportunity Employer. (34502) 130010

Deputy Headships

Second Masters/ Mistresses

AVON COUNTY

PRIORY SCHOOL
Queen's Way, Weston-super-Mare, Avon BS22 0JP
(11-16 mixed. Roll: 1000)
Required from 1st April 1987, a Deputy Head (Group 11) to join the senior management team of this school. Initial responsibilities will be to oversee the pastoral work of the school, co-ordinate resources for special needs and liaise with community groups.
Further details from and letters of application to the Headteacher immediately giving full cv and names and addresses of two referees, enclosing sae.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (34634) 130012

DIOCESE OF LEEDS SCHOOLS' COMMISSION

YORKSHIRE MARTYRS COLLEGIATE SCHOOL
Bradford
Voluntary Aided Roman Catholic Upper School
(Co-ed; Age: 11-18 years: 850 pupils)
Required for Easter 1987, or as soon as possible, a Deputy Headteacher (Group 11). Applications are invited from committed Roman Catholics for appointment to this influential post. The Governors seek a person of vision and energy who will make a major contribution to the management, policy making and constantly developing life of the school. The responsibilities of the post will be determined by the expertise of the successful candidate but will include administrative, curricular, and pastoral responsibilities including the progress and welfare of girls.
Application forms and further details may be obtained from the Chairman of Governors, Yorkshire Martyrs Collegiate School, Westgate Hill, Bradford BD4 6NR, to whom completed forms should be returned by Friday, 28th November, 1986. (31670) 130012

DURHAM

COUNTY COUNCIL
PETERLEE TERTIARY COLLEGE
See main advertisement under Tertiary Colleges.
(34694) 130012

ESSEX

BRAMFORD SCHOOL
Spinks Lane, Witham CM8 1EP
Tel: (0376) 512911
(Roll 1300, 11-18 Mixed Comp. - TVEI)
HEADS/DEPUTIES
Senior Teacher Scale
For Easter 1987, specialist to join Senior Management Team, to be part of curriculum development team and to have the specific responsibility of leading a science faculty of eight specialist teachers. Closing date: 5th November, 1986.
Phone or write for details (foolscap s.a.e. please) (34908) 130012

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

COALVILLE CASTLE ROCK HIGH SCHOOL
Warren Hills Road, Coalville, Leics. LE6 3HU

(11-14)

NOR: 600

DEPUTY HEAD TEACHER

GROUP 8

Required April 1987. Applications are invited from suitably qualified and experienced candidates for the Deputy Headship of this 11-14 mixed comprehensive school.
Contact the Head for further details and application forms. (Closing date 2 weeks from the appearance of this advertisement). (34657) 130012

NORTHUMBERLAND

BERWICK UPON TWEED COUNTY HIGH SCHOOL
Adams Drive, Berwick Upon Tweed
Group 11, 13-18
Comprehensive, 985 pupils inc. 125 in Sixth Form
DEPUTY HEADTEACHER
Required from beginning of Summer Term 1987 to join the senior management team. An interest in curriculum and/or Staff development particularly welcomed.
Removal expenses and lodging allowance may be payable.
Application (forms and further details send foolscap s.a.e. returnable within 14 days. (34916) 130012

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

GREY COURT SCHOOL
Ham Street, Ham, Richmond, Surrey TW10 7HN

(11-16 comprehensive mixed)

(Re-advertisement)

Required for Easter 1987, a DEPUTY HEAD-TEACHER, GROUP 11 (plus Outer London Allowance) at this successful school.

Following promotion to a Headship, a highly qualified teacher is sought to bring enthusiasm and commitment to the Senior Management Team. Experience in running a major department and evidence of good success and innovation essential. Innovative curriculum will be for a whole school review.

Forms and further details (foolscap s.a.e.) from the Headteacher at the school, to whom completed forms should be returned by Fri. 28th November, 1986.
(30500) 130012

SEFTON

METROPOLITAN BOROUGH OF SEFTON
OUR LADY OF WALSINGHAM R.C. JUNIOR SCHOOL
Bland Park Avenue, Bootle, Merseyside L30 3SU
DEPUTY HEAD (Group 1)
Required for Easter 1987 or earlier if possible. The successful candidate must be a committed Catholic and in addition to the normal duties of a deputy, will be expected to make a significant contribution to curriculum development.
Application forms and further details may be obtained on receipt of s.a.e. from the Headteacher of the School, to whom completed forms must be returned by 28th November 1986. (34935) (30012)

Scale 2 Posts and above

BUCKINGHAMSHIRE

Equal Opportunity Employer
WYCOMBE AREA
AYLESBURY RAMSAY SCHOOL
Rose Avenue, Haylemere, High Wycombe HP13 7UR
Headteacher: Mr. K. Johnson
On Roll: 540
Required for January 1987, or as soon as possible thereafter, a teacher of children with special educational needs, scale 2, for the 12-17 mainstream secondary school.
Letters of application, including full c.v. and the names and address of two referees should be sent to the Headmaster by 28th November 1986. Please enclose a stamped addressed envelope for further details. (34485) 131020

DUDLEY

METROPOLITAN BOROUGH

Equal Opportunities Employer

THE DUDLEY SCHOOL
St. James's Road, Dudley, West Mids. DY1 3JE

(12-18 co-ed. comp. Group 11)

For Easter 1987 CO-ORDINATOR OF SPECIAL NEEDS. Scale 2 (negotiable for suitably qualified and experienced applicant.

Details/Application forms (returnable) to Headteacher (Dudley 537661) by 24th November.

STAMMERHILL SCHOOL
Lodge Lane, Kingswinford, West Mids. DY6 9XE

(12-18 co-ed. comp. Group 11)

For January 1987 or Easter 1987, TEACHER to be responsible for Special Needs (Scale 2). Applicants should be willing to develop "support" approach to this important area.

Details/Application forms and returnable to Headteacher by 24th November. (34366) 131020

HERTFORDSHIRE

QUEENS SCHOOL
Aldenham Road, Bushey, Watford
Required April, a versatile energetic sympathetic teacher/organiser for children experience learning difficulties.
See under Special Education Scale 2 + above.
(34397) 131020

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
HUMBERSTON SCHOOL
Humberston Avenue, Humberston, Grimsby DN36 4TP
Required for Easter 1987:
HEAD OF SPECIAL NEEDS (SCALE 2/3) An energetic motivator and diplomat to take charge of, and coordinate, the special needs provision across the age range. The aim is to provide a whole school response from this area. Special Needs has benefitted from an innovative and forward looking input in this school and the successful applicant would be expected to maintain and develop a similar approach.
The school has recently established a form of pastoral care involving a support teaching structure within mainstream classes.
Applicants should be experienced in, or sympathetic to, this style of provision and be able to manage the expanding Special Needs resources available to the school.
Application forms and further information are available from the Head Teacher at the School (on receipt of s.a.e.), to whom completed forms should be returned by 24th November 1986. (34137) 131020

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
THE BROOKSBANK SCHOOL
Victoria Road, Elland HX5 0QG
Ref: ED8/3085
Required from January 1987 for two terms only, a temporary teacher to work in the SPECIAL NEEDS DEPARTMENT (Scale 1) mainly in the first three years and to teach French in the First year.
Application forms cannot be obtained from the Headteacher (large s.a.e. please) to whom completed forms should be returned quoting post reference number by 28th November 1986.
The Council is committed to be an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, disability, sexual preference or marital status who have the necessary attributes for the post. (34678) 131022

HILLINGDON

LONDON BOROUGH OF HILLINGDON

DOUAY MARTYRS RC SCHOOL
Eastbury Drive, Ickenham, Uxbridge, Middx. UB10 8QY.
Number on roll: 876, 11-16 Sixth Form
Headteacher: Mrs M. Stubbs, M.A.
REQUIRED FOR JANUARY 1987 TEACHER OF BASIC SKILLS (YEARS 4/5) SCALE 1
Teacher of General subjects to work with special educational needs in Years 4 and 5, using Summer Term programme which at present has responsibility for SEN pupils in the Lower School.
A lively energetic person is sought who has had experience of in-class support and who will liaise with Department to make the 4th and 5th year curriculum accessible to SEN pupils.
Douay Martyrs is a well established 11-18 years Roman Catholic Comprehensive School situated in a pleasant residential area in NW London and can be reached on the Metropolitan and Piccadilly lines. Central line. There is also access from the M25.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
Outer London Allowance Payable. (34416) 130012

Remedial and Special Needs Teaching Posts

Heads of Department

NORTHAMPTONSHIRE

ADVISORY TEACHER FOR SPECIAL NEEDS EDUCATION (Scale 4)
Please write under 'special Education' Teaching Department Section.
(30677) 131018

SEFTON

METROPOLITAN BOROUGH OF SEFTON
ST. WILFRID'S R.C. HIGH SCHOOL
Orrell Road, Liverpool L9 1JU
HEAD OF REMEDIAL DEPARTMENT (Scale 3)
Required for January 1987, suitably qualified and experienced teacher to head and develop this department, interested in pre-vocational education, R.C. Schools and specialist.
Apply immediately after receipt of the Headteacher enclosing curriculum vitae and names and addresses of two referees, sae. (34934) 131018

HAMPSHIRE

THE WYNE SCHOOL
Tyne Road, Basingstoke RG21 8PD
N.O.R. 1266
Mixed Comprehensive 11-16
Required January or April 1987 Remedial Specialist teacher. Position available immediately. Post holder promoted to H.O.D. upon ability.
Application forms/details (a.s.a.e.) from Headteacher to whom completed forms should be returned by 1st December.
We pursue a policy of equal opportunity and applications particularly welcome from female candidates.
(34924) 131018

SECONDARY REMEDIAL & SPECIAL NEEDS

continued

REDBRIDGE

BEAL HIGH SCHOOL
Woodford Bridge Road, Ilford, Essex IG4 5LZ
Tel: 01-550 2733/4120
Head: M.J. Manuel, M.A.
Required for January 1987 or as soon as possible thereafter: Teacher of Remedial Studies to join a soundly-based department in this well-established 11-18 mixed comprehensive school with a sixth form of 180 pupils. The successful candidate will be expected to take a special interest in the 11-12 age group.
The post is on Scale 1 with Outer London Allowance: assistance with legal fees for house purchase and resettlement expenses where appropriate is given in approved cases.
Please apply in writing to the Headmaster as soon as possible giving full particulars and the names and addresses of 2 professional referees. (34868) 131022

WEST SUSSEX

TEACHER OF SPECIAL NEEDS (SCALE 1)
DOWNLANDS SCHOOL
Keymer
Required January 1987 a teacher to join the Special Needs team to be responsible for the operation of the adjustment unit for pupils experiencing social and emotional problems.
Further details available from the Headteacher to whom all applications should be sent, c/o Downlands School, Dale Avenue, Hassocks, West Sussex BN6 8LP. (34607) 131022

By Subject Classification

Art and Design

Heads of Department

HERTFORDSHIRE

Old Hale Way, Ritchin, Herts. SG5 1XT
Tel: Ritchin 50882/3
Head: Mr. J.C. Gray
Comprehensive, Co-educational 11-19
HEAD OF ART AND DESIGN
Required for January 1987 or as soon as possible thereafter to teach through-out school to University entrance level. Salary will be on Scale 2.
The department has an excellent record at all levels and is well-equipped with good facilities for a wide range of activities, including three-dimensional work. Courses are well established at all public examination levels and the department has a considerable record of success in national and international competitions.
In choosing the successful candidates as much attention will be paid to evidence of energy and enthusiasm as to years of experience and excellence in a narrow field. A group member of staff with 2 or 3 good years of experience would be welcome to apply.
Applicants should write to the Headmaster as soon as possible giving full personal career to date and including the names and status of two professional referees (including present employer). (34468) 131018

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
WALTHAM TOLL BAR SCHOOL
Station Road, New Waltham, Grimsby DN36 4RX
Required for Easter 1987:
HEAD OF ART & DESIGN, SCALE 2.
Applications are sought from candidates with a real enthusiasm for their subject, the ability to transmit that enthusiasm to both staff and pupils, and a proven track record of excellent results up to the "A" level. We are seeking a person with a wide range of skills who is keen to develop the potential of a well equipped Studio and which is also accommodated in the Practical Block.
This is a comprehensive school in modern built premises in a rural area surrounded by open fields. It serves the delightful area from the Lincolnshire Wolds to the East Coast.
Enthusiasm and a willingness to play a full part in the life of the school is sought.
Application forms and further information are available from the Head Teacher (on receipt of s.a.e.), to whom completed forms should be returned by 24th November 1986. (34519) 131018

LINCOLNSHIRE

HEAD OF ART DEPARTMENT
BARDNEY GRAMMAR SCHOOL
Bardney, Lincs. NG34 7DD
Mixed 11-18 Roll 442
Required for Autumn Term 1987 Head of Art Department, responsible for teaching the subject throughout the school and to the A level; also able to offer a wide range of two and three dimensional studies including Pottery and textiles, including History of Art.
Scale 3. There is part-time teaching available.
Apply to Headmaster for form and details. Closing date 14th November 1986.
(34680) 131018

LONDON SE18

ST. MICHAEL'S RC VOLUNTARY AIDED SCHOOL
Old Dover Road, London SE18 4JN
Tel: 237 6432
Roll: 550
Headmistress: Sr. Ann Hoskison, F.M.A. (11-16 yrs)
Required from: Easter 1987, HEAD OF DESIGN & CREATIVE ARTS TEAM - SCALE 1.
The successful applicant will be required to lead the Design & Creative Arts Team which encompasses: Design & Technology, Graphical Communications, Woodwork, Metalwork, Art, Home Economics and Textiles.
It would be preferred if applicants could offer Design & Technology and Graphical Communications.
The school has high standards of discipline and appearance which staff are expected to support.
Preference will be given to practising Catholics.
Visits to the school are welcome.
Application forms are available from the school. (340971) 131018

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
OAKS SPECIAL SCHOOL
Lilleshall Road, Morden, Surrey SM4 4DA
Tel: 01-648 4904
Head Teacher: R.D. Stoker, B.A.
Age Range: 13-18 years
No. on Roll: 70
HEAD OF THE FACULTY OF CREATIVE ARTS Scale 4. Teachable from 1st January or as soon as possible thereafter.
CLOSING DATE: 1st December, 1986.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (34968) 131218

Scale 1 Posts

ENFIELD

LONDON BOROUGH OF ENFIELD
GILWARD SCHOOL
Wilmot Road, Edmonton N18 1BX
(11-16 Mixed Comprehensive)
Roll: 950
Required February 1987, suitably qualified teacher of ART (Scale 1) for temporary appointment to cover maternity leave.
A willingness to assist with in-class support and to develop the integrated Humanities project in year 10 will be an advantage.
Location Allowance. £786.
Application forms (large S.A.E.) obtainable from the Head Teacher at the School.
Closing date: 28th November, 1986.
An equal opportunity employer. (34434) 131222

HERTFORDSHIRE

THE HYDE NUNHILL SCHOOL
Barnwell, Stevenage, Herts. SG2 9HW
Tel: Stevenage 351606
11-18 Mixed Comprehensive
Headmaster: M.L. Griffin, B.A.
Scale 1 Post
Required for January 1987, a temporary teacher of Art and Craft (Scale 1) to cover maternity leave.
Although ideally a full-time post, applications will be considered from suitably qualified candidates offering substantial part-time teaching.
Letters of application should be forwarded to the Headmaster at the school without delay. (34593) 131222

HERTFORDSHIRE

ST JOAN OF ARC SCHOOL
High Street, Rickmansworth
Required January 1987, Teacher of ART to teach throughout the school. Scale 1 plus London fringe allowance £252. Large option Groups at GCSE GCE O & A level. The ability to teach POTTERY would be an advantage. New purpose built well equipped Art Studios opened last June.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees.
Further details available Tel: Rickmansworth 773591. (343811) 131222

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
WALTHAM TOLL BAR SCHOOL
Station Road, New Waltham, Grimsby DN36 4RX
Required for January 1987:
TEMPORARY TEACHER OF ART OR REMEDIAL, SCALE 1.
This is a comprehensive school in modern built premises in a rural area surrounded by open fields. It serves the delightful area from the Lincolnshire Wolds to the East Coast.
Applications are sought from candidates with an enthusiasm for their subject. The post is temporary pending the appointment of a Head of Department. Candidates offering full and/or part time will be considered. Enthusiasm and a willingness to play a full part in the school life are sought.
Application forms and further details available from the Head Teacher (on receipt of s.a.e.), to whom completed forms should be returned by 24th November 1986. (34522) 131218

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

MOAT COMMUNITY COLLEGE
Melbourne Road, Leicester

(11-16)

NOR: 1042

FABRICS SCALE 1

Required a teacher of Fabrics for January 1987 to teach Textiles. Department forms part of a Faculty of Creative Arts Team which encompasses: Design & Technology, Graphical Communications, Woodwork, Metalwork, Art, Home Economics and Textiles.
It would be preferred if applicants could offer Design & Technology and Graphical Communications.
The school has high standards of discipline and appearance which staff are expected to support.
Preference will be given to practising Catholics.
Visits to the school are welcome.
Application forms are available from the school. (34097) 131218

Careers

Heads of Department

DIOCESE OF LEEDS SCHOOLS' COMMISSION

YORKSHIRE MARTYRS COLLEGIATE SCHOOL
Bradford
Voluntary Aided Roman Catholic Upper School
(Co-educational; 13-18 years: 850 pupils)
The Governors of the School are seeking to appoint an energetic and enthusiastic teacher to the post of Head of Guidance and Careers, Scale 4.
A well qualified and experienced teacher with counselling skills and considerable knowledge of guidance and careers is being sought for Easter 1987 or as soon as possible thereafter.
Applications are invited from committed Catholics.
Application forms and further details may be obtained from the Chairman of Governors, Yorkshire Martyrs Collegiate School, Westgate Hill, Bradford BD4 6NR, to whom completed forms should be returned by Friday, 28th November, 1986.
(31675) 131418

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH EAST KENT
THE NORTH SCHOOL FOR GIRLS
Essella Road, Ashford
Roll: 1040
Scale 3 Teacher in charge of Careers, Work Education and School Industry Liaison. (for Easter 1987)
The school is regarded as a leader in school liaison with industry and commerce; a creative person is sought who will expand further this important curriculum area. The subject area needed is History/Humanities.
Further details and application form from the Head Teacher to whom supporting letters should be sent by December 5th 1986.
(34195) 131418

Commercial Subjects

Heads of Department

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
WALTHAM TOLL BAR SCHOOL
Station Road, New Waltham, Grimsby DN36 4RX
Required for Easter 1987:
HEAD OF OFFICE STUDIES, SCALE 3.
This is a comprehensive school in modern built premises in a rural area surrounded by open fields. It serves the delightful area from the Lincolnshire Wolds to the East Coast.
A well qualified and enthusiastic teacher is required to develop this small but lively department. Courses are well established to CSE level in typing, office practice and Pitmanscript. Candidates are also entered for RSA examinations. Sixth Form work is developing. Word processing is taught on Amstrad PCWs. Ideally, the Head of Department should be able to offer at least three of these subjects.
Enthusiasm and a willingness to play a full part in the school are sought.
Application forms and further information are available from the Head Teacher at the school (on receipt of s.a.e.), to whom forms should be returned by 24th November 1986. (34520) 131818

Scale 2 Posts and above

BROMLEY

LANGLEY PARK SCHOOL FOR GIRLS
South Eden Park Road, Beckenham, Kent BR3 3BS
Tel: 01-650 0744
Teacher of Secretarial Studies. Scale 2. Required for January or April 1987, at this Group 11 all ability school. 1040 on roll (500 in joint mixed 6th form). Commerce and Secretarial Studies taught to years 4 and 5 together with an integrated 1 year secretarial Studies Course in the Sixth Form.
Application form and further details available from the Headmistress to whom completed s.a.e.) to whom completed forms should be returned by 4th December 1986. (31590) (34808) 131222

BROMLEY

ST JOHN RIGBY RC COMPREHENSIVE SCHOOL
Leybourne Road, West Wickham, Kent BR4 9HH
Tel: 01-777 8385
For April 1987 a suitably qualified teacher to be Director of Computer Education (Scale 4) able to teach Computer Studies to A level and for the Co-ordination of Computer Education throughout this Group II mixed Comprehensive (11-18 years).
Further details and application forms available from the Headmaster (SAE please). Closing date 25th November 1986. 132018

Scale 1 Posts

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
WALTHAM TOLL BAR SCHOOL
Station Road, New Waltham, Grimsby DN36 4RX
Required for January 1987, a temporary teacher of Art (Scale 1) to cover maternity leave.
This post is for a teacher who can operate within the four school and programme option groups for the MEG Mode 3 Syllabus. A strong commitment to multi-ethnic approaches is required. There are valuable community contacts.
Please contact the Headteacher for further details and application forms (SAE). (34665) 131222

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
CANNON HILL SCHOOL
Lilleshall Road, Morden, Surrey SM4 4QP
Tel: 01-648 4904
Head Teacher: R.D. Stoker, B.A.
Age Range: 13-18 years
No. on Roll: 1000
HEAD OF THE FACULTY OF CREATIVE ARTS Scale 4. Teachable from 1st January or as soon as possible thereafter.
CLOSING DATE: 1st December, 1986.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (34968) 131218

REDBRIDGE

CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford, Essex RM6 4RP
Tel: 01-599 2600
Head: Mrs D. Watkins, B.Ed.
Required for January 1987 or as soon as possible thereafter, teacher of Commercial Subjects for this 11-18 mixed single site comprehensive school. Business Studies courses in TVEI and CPVE have recently been introduced (Sept. 1986) and a teacher is sought who is interested in the development of negotiated learning programmes and the teaching of word processor and computer skills and applications in the business world. Opportunity for a suitably qualified applicant to teach Economics at various levels which could include 'A' levels.
The post is on Scale 1 with Outer London Allowance. Removal expenses and other fringe benefits payable in approved cases.
Please apply in writing direct to the Headteacher at the school, giving full details of qualifications and experience and the names, addresses and telephone numbers of 2 professional referees. 131822 (34874)

Computer Studies

Heads of Department

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
SWANSCOMBE SCHOOL
Swanscombe Street, Swanscombe, Kent DA10 0BQ
Tel: Greenhithe 842536
A Kent Thames-side (11-16) High School, Group 8
Head of Mathematics and Computer Studies (Scale 4 + Dartford Fringe Allowance of £285) required as soon as possible in the New Year. Ideally, the successful candidate will be a graduate able to teach both subjects to GCSE level, and should have had some experience in directing a team of specialists.
Further details of the post are available from the Headmaster to whom letters of application, together with cv and two referees and addressed envelopes should be sent as soon as possible.
Closing date: 28/11/86.
Possibility of help with temporary housing in approved cases.
(34561) 132018

SECONDARY EDUCATION

SCALE 4 POSTS

CHELTENHAM BOURNSIDE SCHOOL & SIXTH FORM CENTRE
Warden Hill Road, Cheltenham GL51 6EF
(Comprehensive School of 1550 + pupils, sixth form rising to 400 +)

HEAD OF SCIENCE

Required for Easter or September 1987 (Readvertisement). Applicants should be graduates of any science discipline, with wide experience of Science Education and curriculum matters. Heads of Biology, Physics and Chemistry (Scale 4) exist in the department. Success in this key post in a large and complex institution will demand strong leadership qualities. There is a suite of laboratories all of which are well equipped
Further details available on receipt of S.A.E.
Applications to the Head by curriculum vitae and a short letter explaining the applicant's philosophy towards Science teaching 11-18 years, and giving names and addresses of two referees.

GLOUCESTERSHIRE EDUCATION COMMITTEE
TVEI PROJECT

Applications are invited from suitably qualified and experienced teachers for the post of

CO-ORDINATOR FOR FOUNDATION STUDIES

To teach modules in Economic and Social Studies (two days per week) and to undertake the role of teacher/adviser for this area of the curriculum in five Project schools and a college of further education. The appointment dates from 1st January, 1987 or as soon as possible thereafter.
Application forms and further information may be obtained from the Manger, TVEI Unit, Archdeacon Teachers Centre, Archdeacon Street, Gloucester GL1 2DX (S.A.E. please).
Completed forms should be returned within ten days of the appearance of this advertisement.

SCALE 1 or 2 POST

CHELTENHAM BOURNSIDE SCHOOL & SIXTH FORM CENTRE
Warden Hill Road, Cheltenham GL51 6EF
(Comprehensive, 1550 pupils, 300 in sixth rising to 400 +)

TEACHER OF KEYBOARD SKILLS

Required for the Business Studies Department a teacher of keyboard skills using very up to date equipment.
Please state any other subjects offered, e.g. G.C.E. 'A' level Economics and/or Sociology, 'O' level/G.C.S.E. Commerce etc.
The vacancy exists from January 1987 and can be a temporary post for two terms or a permanent post from January or Easter or September.
A Scale 2 post is available for developing vocationally related skills based courses and ability to teach in a variety of departmental subject areas.
Details on receipt of s.a.e. and applications by curriculum vitae to the Headmaster.

SCALE 1 POSTS

CHOSEN HILL SCHOOL
Brookfield Road, Churchdown, Gloucester GL3 2PL.

TEACHER OF CHEMISTRY

Required for January 1987. This post is for an indefinite period but will be probably for two terms and covers the maternity leave of the present holder. The timetable includes 'A' level teaching (one third of the time) plus 'O' level and G.C.S.E. Chemistry and some Junior Science.
Apply by letter as soon as possible to the Headmaster stating qualifications, experience and names of two referees.

PRIMARY EDUCATION

HEADSHIPS

CHESTERTON C.P. SCHOOL
Apsley Road, Chesterton, Cirencester, Glos.
(236 on roll, 5-11 years)

HEAD TEACHER (Group 4)

Required 1st September 1987.
Forms and further details from Chief Education Officer (Ref. TG1), Shire Hall, Gloucester GL1 2TP. (Enclose S.A.E.)

SCALE 2 POSTS

CHURCHDOWN VILLAGE JUNIOR SCHOOL
Station Road, Churchdown, Glos. (220 on roll)

TEACHER

Required 27th April, 1987 for a 4th year class and to be responsible for Maths/Computer Education throughout the school. Commitment to curricular development to the school essential.
Please state other curricular interests.
Apply by letter to Head Teacher enclosing names and addresses of two referees by **24th November (enclose S.A.E.).**

SCALE 1 POSTS

PARTON MANOR JUNIOR SCHOOL
Craven Drive, Churchdown, Glos. GL3 2DR. (217 on roll).

TEACHER

Required from January, 1987 teacher for 1st year juniors.
Apply by letter enclosing c.v. to Head Teacher (S.A.E. please)

ROWANFIELD INFANTS SCHOOL
Alstone Lane, Cheltenham GL51 8HY. (253 on roll).

INFANT TEACHER

Required from January, 1987.
Letters of application with full c.v. and names and addresses of two referees to the Head Teacher.

Gloucestershire County Council
AN EQUAL OPPORTUNITIES EMPLOYER

SECONDARY COMPUTER STUDIES
continued

Scale 2 Posts and above

ESSEX
GABLE HALL SCHOOL
Southend Road, Corringham, Stanford-le-Hope SS17 8JT
Tel: Stanford-le-Hope 671526
(Roll 1200, 11-16)
TEACHER OF COMPUTER STUDIES, Scale 2
(London Fringe Allowance)
Required January, 1987, to teach Computer Studies to 'O' level and lower school Information Technology. Excellent facilities. Relocation allowances payable in approved cases.

Apply in writing with two referees and curriculum vitae (foolscap s.a.e. please). (34513) 132020

HAMPSHIRE
HARRIET COSTELLO SCHOOL
Crossborough Hill, London Road, Basingstoke, Hants. RG12 2AL
N.O.R. 959, 11-16 Mixed Comprehensive
Required January or April 1987, Scale 2, Teacher in Charge of Computer Studies together with some Mathematics teaching.

Letter of application to Headteacher with full c.v. and names/addresses of two educational referees. S.A.E. for further details.

We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (34211) 132020

Scale 1 Posts

BROMLEY
THE WALSINGHAM SCHOOL
Chipperfield Road, St. Paul's Cray, Orpington, Kent BR5 2QH
Tel: 01-300 1258
For January 1987 on a temporary contract for one or two terms a teacher of Computer Studies at this co-ed comprehensive (11-18, 600 on roll). You will be required to teach to 'O'/GCSE level.

The school has a very well equipped Computer Education Department.

Letters of application together with curriculum vitae and the names and addresses of two referees should be sent to the Head of the school, whereupon further information will be sent.

Closing date 25th November 1986. (34479) 132022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon, London SW19 7HB
Tel: 01-946 2208
Head Teacher: Mrs. D.E. Kay, B.A., Dip.Ed., M.Sc., L.T.C.L.
Age Range: 13-18 years
No. on roll: 814 of whom 160 are in the 6th Form
Required January, 1987 a full-time member of staff to teach COMPUTING/INFORMATION TECHNOLOGY/BUSINESS STUDIES.

Applications would be welcome from candidates with interest in any of these areas.

Please apply at once in writing to the Head Teacher at the above address with a full curriculum vitae, including names of two referees. Scale 2 could be available. (34952) 132022

WORCESTERSHIRE
WORCESTER COLLEGE FOR THE BLIND
PART-TIME TEACHER OF COMPUTER STUDIES
Required as soon as possible to assist the current Head of Department a qualified and resourceful teacher, in this mixed Secondary School for able blind and partially-sighted pupils. Previous experience in teaching the visually handicapped not essential.

The position, which represents a 0.5 timetable, could involve some software development. For this reason, a significant degree of programming skill will be necessary.

Payment will be at the appropriate point, pro rata, on Burnham Scale 1, (plus Special Schools Allowance £810 p.a.).

Apply in writing with C.V. and the names of two referees to The Headmaster, Worcester College for the Blind, Whittington Road, Worcester WR5 2JX, within ten days of this advertisement. (12830) 132022

Craft, Design & Technology

Heads of Department

ISLE OF WIGHT
SANDOWN HIGH SCHOOL
The Fairway, Sandown, IW PO36 9JH
Age Range 13-18 years, 1140 on roll. Group 12 (mixed Comprehensive)
HEAD OF C.D.T. (Scale 4)
This vacancy arises through early retirement at the beginning of the Summer Term 1987. There are extensive, well equipped workshops in this TVEI School. Applications are invited from enthusiastic and effective teachers in a range of disciplines.

Write to the Head Master for further details and a form of application, which should be returned direct to him by 28 November 1986. (SAE please). (34644) 132118

Scale 2 Posts and above

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
BEACONSFIELD SECONDARY SCHOOL
Wattleton Road, Beaconsfield HP9 1RW
Tel: Beaconsfield 3450/4311
Acting Headmaster: Mr M.H. Stanyon, B.A.
Teacher of Craft Design and Technology Scale 2 required from January 1987. The present post includes the teaching of electronics and graphics in the Upper School and Technology linked with Science in the Lower School but teachers prepared to offer other craft skills will be considered. The appointment will be temporary for two terms in the first instance and an outer London fringe allowance is payable.

Apply to the school for application forms and further details enclosing a current C.V. with details of referees. (34487) 132120

HILLINGDON
LONDON BOROUGH OF HILLINGDON

WALSINGHAM RC SCHOOL
Springfield Road, Hayes, Middx. UB4 0LT

Headteacher: J. Bennett, B.A.

A specialist teacher is required for January 1987 or as soon as possible thereafter to teach C.D.T. throughout this 11-16 school.

The successful candidate will have the opportunity to widen his/her experience and play a full part in the policy making within the Department. A Scale 2 post may be available for the successful candidate.

Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees. Please enclose full C.V.

Closing date: 2 weeks after the appearance of this advertisement.

Outer London Allowance Payable. (34420) 132120

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
ST. AIDAN'S R.C. HIGH SCHOOL
Langdale Gardens, Wallsend NE28 6IQ
Required for 1st January 1987 or as soon as possible thereafter.

Scale 2 TEACHER of CRAFT, DESIGN and TECHNOLOGY able to teach up to and including 'A' level.

Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible.

It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (30893) 132120

SUFFOLK
COUNTY COUNCIL

SAMUEL WARD UPPER SCHOOL

See Scale 1 - CDT posts. (34734) 132120

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
WASHINGTON SCHOOL
Spout Lane, Washington NE37 2AA
(Group 11)
Required for January, 1987:- TEACHER OF CRAFT, DESIGN AND TECHNOLOGY (Scale 2) to join an enthusiastic and progressive department in this 11-18 comprehensive school. The successful applicant will join a positive, forward thinking and very supportive departmental team of five staff and will assume responsibility for one of the new G.C.S.E. courses in C.D.T. We teach a new modular course to all 11-13 pupils, all three G.C.S.E. C.D.T. courses, a City and Guilds Course and a very successful Advanced Level course in Technology.

Application forms are obtainable from the Headteacher at the address above, on receipt of a stamped addressed foolscap envelope to be returned by 28th November, 1986. (34674) 132120

Scale 1 Posts

BROMLEY
COOPERS SCHOOL
Hawkwood Lane, Chislehurst, Kent BR7 5PS
Tel: 01-467 3263
For January 1987 a qualified teacher of C.D.T. to join a well established and successful department at this 6 F.E. Co-educational 11-18 all ability school.

Application by letter to the Headmaster at the School by 4th December 1986. (34481) 132122

ESSEX
ST. THOMAS MORE HIGH SCHOOL FOR BOYS
Kenilworth Gardens, Westcliff-on-Sea
Tel: Southend-on-Sea 344933
(Roll 590)
TEACHER OF C.D.T., Scale 1
For Spring or Summer Term, 1987. Preferably able to offer Graphical Communications. Practising Catholic preferred.

Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (34512) 132122

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet, Kent DA11 8BG
Teacher of CDT, Scale 1 required in this expanding Thames-side High School of 1000 boys.

Letters of application, with cv, and names and addresses of referees, to the Headteacher, Mr J.M.B. Hassett, M.A., who will provide further details on receipt of sae.

Closing date: 28/11/86.

Possibility of help with temporary housing in approved cases.

ST JOHNS RC COMPREHENSIVE SCHOOL
Rochester Road, Gravesend, Kent
Required a well qualified teacher of Craft Design and Technology able to teach the full range of Craft skills to pupils of all abilities mainly in the first three years. Higher level work available to a suitably qualified candidate. This is a temporary post from January to August 1987 with the possibility of a permanent position from September 1987.

Apply by letter (no forms) with full cv and two referees to Canon E. Mundy, Chairman, at the school by Friday 28th November.

Possibility of help with temporary housing in approved cases. (34157) 132122

LINCOLNSHIRE
TEACHER
GARTREE SECONDARY SCHOOL
Butts Lane, Tattershall, Lincoln LN4 4PN
(Group 8, Roll 410)
Required for Easter 1987, or earlier if possible. Scale 1 Teacher for C.D.T. The ability to teach Mathematics in the lower forms would be an added recommendation.

S.A.E. to Head for form and details. Closing date: 28th November. 1986. (T194). (34651) 132122

NORTHAMPTONSHIRE
NORTHAMPTON TRINITY SCHOOL
Trinity Avenue, Northampton NN2 6JW

CRAFT DESIGN AND TECHNOLOGY - SCALE 1

Required from January 1987 at this well-established Co-educational Upper School (800 pupils on roll, 88 in the Sixth Form) on a pleasant campus site near the centre of the town.

The successful applicant should be familiar with the problem-solving approach to CDT and be able to teach in the Metalwork area up to GCSE level. Assistance in the teaching and development of Technology will also be required.

Excellent working conditions and facilities exist in the remodelled Design and Technology Centre, opened last year, which includes a Technology Room (with 10 Flamefast work-stations), Graphics Room, Design, Wood, Metal and Multimaterial areas and a Resource/Seminar Room. The centre has been fully re-equipped with new machines and hand tools throughout.

The school is an Associate member of the Northampton TVEI Consortium and, with the development of CPVE and the DES 14-16 Curriculum Project and post has considerable scope, offering an excellent opportunity to a new entrant to the profession.

Application forms and further details are available from the Headmaster (sae please) at the school.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (30265) 132122

REDBRIDGE
CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford, Essex RM6 4SB

Tel: 01-599 2600

Head: Mrs D. Watkins, B.Ed.

Required for January 1987 or as soon as possible thereafter: a teacher of Craft, Design and Technology for this 11-18 6 f.e. mixed comprehensive school. The department has a forward-looking approach and Technology is offered to 'A' level. The T.V.E.I. project was introduced in September and applications are invited from teachers interested in problem-solving approach to C.D.T. and in computer-assisted learning.

The post is on Scale 1 with Outer London Allowance: assistance with legal fees for house purchase and re-settlement expenses where appropriate is given in approved cases.

Applications to the Head as soon as possible, with full C.V. and the names and addresses of two professional referees. (34864) 132122

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PJ

(11-16 Mixed Comprehensive - 1040 pupils on roll)

Headteacher: J.R.W. Oliver, M.A.

Required for January 1987, a teacher of CRAFT, DESIGN AND TECHNOLOGY, Scale 1 or 2 according to qualifications and experience, plus Outer London Allowance of £726).

The C.D.T. Department has well-equipped workshops, one of which is being converted to a modern Technology Lab. The Department is taking a full part in the T.V.E.I. scheme. This is an ideal opportunity for an enterprising and imaginative teacher to take part in the rapid development of a well-equipped and forward-looking Department in an expanding school.

The school, which is in a very pleasant area with grounds extending to the banks of the Thames, is within easy reach of central London.

Applicants may telephone (01-943 0033) for information about the post or the school.

Please apply as soon as possible by letter to the Headteacher at the school, giving qualifications and experience, as well as the name and telephone number of at least one referees. (30210) 132122

SOLIHULL
EDUCATION COMMITTEE
PARK HALL SCHOOL
Water Orton Road, Castle Bromwich B36 9HF
Tel: 021-747 2876
Required for January 1987 a TEACHER OF CRAFT, DESIGN AND TECHNOLOGY. The successful applicant will join a thriving and forward looking Faculty with a National reputation for Links With Industry. We are seeking to appoint a highly motivated and creative teacher of C.D.T. A Scale Point may be available for a suitable appointment.

Applications by letter with full C.V. and two referees to the Headmaster. (30285) 132122

SUFFOLK
COUNTY COUNCIL

SAMUEL WARD UPPER SCHOOL
Chalkstone Way, Haverhill

(mixed comprehensive 13-18: 840 on roll: 120 in Sixth Form)

Required for January, Scale 1 Teacher of CRAFT, DESIGN & TECHNOLOGY to join a strong and lively department. The school enjoys very close links with local firms. Scale 2 post is available for suitably qualified and experienced candidate.

Please send letter and c.v. as soon as possible, to the Headteacher at the school.

The local-housing authority is prepared to give sympathetic consideration to the provision of housing for teachers. (34733) 132122

SURREY
EDUCATION COMMITTEE
HINCHLEY WOOD SCHOOL
Claygate Lane, Hinchley Wood, Surrey
Tel: 01-398 7161
12-16 Mixed Comp. 750 on roll
Required January 1987, a Scale 1 teacher of CRAFT/DESIGN & TECHNOLOGY, to teach the subject throughout the School.

Application forms (S.A.E. please) from the Headteacher. (34224) 132122

SURREY
EDUCATION COMMITTEE
EWELL HIGH SCHOOL
Ruxley Lane, West Ewell, Surrey
12-18 Mixed Comp. 830 on roll incl. 110 6th Form
Required January 1987, Scale 1 teacher of CRAFT/DESIGN & TECHNOLOGY. The ability to assist with Motor Vehicle Studies would be an advantage.

Further details and application forms from the Headteacher. Tel: 01-397 0671. (34541) 132122

Economics & Business Studies

Heads of Department

ESSEX
BROMFORDS SCHOOL
Orange Avenue, Wickford
Tel: Wickford 763181
(Roll 700)
HEAD OF BUSINESS STUDIES
Scale 3 (+ London Fringe Allowance)
Required April 1987, or sooner, if possible. Essex provide assistance towards removal expenses etc. in approved cases.

Further details and application forms from Headteacher (foolscap s.a.e. please). (34911) 132218

SUTTON
WILSON'S SCHOOL
Mollison Drive, Wallington, Surrey SM6 9JW
Required in April 1987 at this Voluntary Aided School, a well-qualified, experienced and enthusiastic ECONOMICS GRADUATE (Scale 3) to be HEAD OF ECONOMICS. This subject is much in demand and is taught to both GCSE and 'A' level. It would be necessary for the person appointed to teach some Geography, which is also a strong Department in the School.

The School has 750 boys aged 11-18 with a Sixth Form of 150.

A willingness to contribute to the extra-curricular life of the School would be a strong recommendation.

Applications, to include a completed Curriculum Vitae and the names and addresses of two referees, to the Headmaster at the School by Friday, 21st November. (30536) 132218

Scale 2 Posts and above

BROMLEY
LANGLEY PARK SCHOOL FOR GIRLS
Beckenham
Teacher of Secretarial Studies.
See under 'Secondary-Commercial SC 2+ Posts'. (34803) 132220

HERTFORDSHIRE
ST. GEORGES SCHOOL
Carlton Road, Harpenden
Voluntary Aided, Co-educational 11-18 Day and Boarding. All ability
Assistant teacher of Economics and Business Studies required for January 1987. Mainly sixth form teaching. Help with extra curricular activities an advantage. Scale 2 post available for suitable applicant.

Applications AS SOON AS POSSIBLE to the Headmaster, The Rev. I.D. Ogilvie M.A., St Georges Hospital, Harpenden, from whom further details are available. (30808) 132220

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL FOR GIRLS
Spinney Hill Road, Northampton NN3 1DG

13-18 Upper Comprehensive School for Girls - number on Roll 839

Required Easter 1987 or earlier if possible, a Scale 3 Teacher of Economics to University entrance and to coordinate the CPVE courses in the one-year Sixth Form.

Application forms and further details available from the Headmistress please Tel Northampton (0604) 499311.

Closing date a fortnight after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (34862) 132220

Scale 1 Posts

BARNET
LONDON BOROUGH
FRIERN BARNET COUNTY SCHOOL
Hemington Avenue, Friern Barnet, London N11 3LS
Tel: 01-368 2777
Mixed Comprehensive, 11-16, 4-form entry
Required JANUARY, 1987, or earlier if available, qualified teacher to join BUSINESS STUDIES Department (Scale 1).

Applications invited from teachers able to offer full or part-time work.

Department offers courses in typing, Word Processing, Office Technology and Accounts up to 16+ level and shares in Computer Literacy course offered in Years 1-3.

Removal expenses and separation allowances available.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.

Director of Educational Services. (34427) 132222

BEDFORDSHIRE
EDUCATION SERVICES
REDBORNE UPPER SCHOOL
Flitwick Road, Ampthill, Bedfordshire MK42 2NU
Tel: Ampthill 404462
Required for January 1987, a Teacher of Business Studies, Scale One. The successful candidate should have the ability to offer one of the following: Economics, Accounts, Typing, Word-Processing and Information Technology.

Application Forms and further details from the Headmaster. S.A.E. please.

Please apply immediately.

AN EQUAL OPPORTUNITIES EMPLOYER. (34840) 132222

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
DR CHALLONER'S GRAMMAR SCHOOL
Chesham Road, Amersham
Tel: Amersham 21685
Head: Mr J.A. Loarridge
Required for January 1987 or as soon after as possible, a qualified teacher of Economics, Business Studies and Political Studies to 'A' Level.

This is a large and flourishing department. Permanent post available to suitably qualified candidate.

Please apply direct to the school as soon as possible. (34500) 132222

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
QUARRENDON COUNTY SECONDARY SCHOOL
Weedon Road, Aylesbury, Bucks.
Headteacher: R. Canwell
Roll: 617 pupils
Scale: 1
Required January 1987 teacher of Business Studies to join a well established department that is currently involved in a number of exciting new projects.

Assistance with removal expenses is given in approved cases.

Application form and further details (s.a.e.) from and to be returned to the Headteacher at the school. (34496) 1322

CAMBRIDGESHIRE
HILL ROAD SIXTH FORM COLLEGE
TEACHER OF ECONOMICS
See advertisement under Sixth Form Colleges. (34608) 1322

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
STANGROUND SCHOOL
Peterborough Road, Farcet
Peterborough PE7 3BW
Tel: Peterborough 64071
(11-18 co-educational)
Headteacher: Mr B.C. Bailey M.A., M.Phil.
GROUP 11
Required for January, 1987 following a late resignation, A teacher of Economics (Scale 1) to teach the subject to 'O' and 'A' level 6th form students.

These courses have shown recent growth with potential for further development.

Ability to assist with the teaching of English and/or a course in Business Administration would be helpful but not essential.

This post could be full or part-time on a permanent or temporary basis according to the successful applicant's needs.

Please telephone Bob Dav (Deputy Head Teacher) immediately for further details and discussion about the post. (34612) 1322

DURHAM
COUNTY COUNCIL
KING JAMES I COMPREHENSIVE SCHOOL
Bishop Auckland
11-18 years
BUSINESS STUDIES/TYPING - Salary Scale I
Teacher required for Easter 1987 or earlier if possible.

Stamped addressed envelope for application form and further details to Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of applications 28th November 1986. (34691) 1322

HARROW
EDUCATION COMMITTEE

STANMORE SIXTH FORM COLLEGE
Elm Park, Stanmore, Middx. HA7 4BQ

Tel: 01-954 0961

Required for January 1987 a Scale I Temporary Teacher for the Spring and Summer Terms, to teach 'A' level Economics, and an interest in C.P.V.E. work would be an advantage. All staff are expected to take part in a General Studies and Recreational Activities programme.

Candidates should apply by letter in the first instance to the Principal, enclosing the names of two referees as well as their C.V.

Outer London Allowance payable.

Application forms from and to be returned to the Headteacher by 28th November 1986. Please enclose stamped addressed envelope.

Harrow is an Equal Opportunities Employer. (34732) 13222

HAVERING
LONDON BOROUGH OF HAVERING
CHAFFORD SCHOOL
Lambs Lane, Rainham RM13 9XD
Tel: Rainham 52811
(Roll 809 Mixed)
Headteacher: A.W. Grantham, B.Sc.
Required for January 1987, Scale I initially for two terms, to teach teacher of Economics to 'A' level in the Upper School to 'A' level standard. Willingness to teach a second subject an advantage. Possibility of a permanent post with effect September 1987.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (34412) 1322

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WINTRINGHAM SCHOOL
Weelsby Avenue, Grimsby DN32 0AZ
Required for January 1987, FULL-TIME TEMPORARY TEACHER OF OR PART-TIME TEACHER COMMERCE ECONOMICS AND/OR BUSINESS STUDIES SCALE 1
To share in the teaching of Economics to 'A' Level and other subsidiary subjects to 'O' level or equivalent. The post is to cover the absence on maternity leave of the present member of staff.

Applications from teachers seeking a first appointment will be considered.

Applications and further details can be obtained from the Head teacher at the school on receipt of S.A.E.) to whom they should be returned by 24th November, 1986. (34158) 1322

SECONDARY ECONOMICS & BUSINESS STUDIES
continued

KENT
TUNBRIDGE WELLS
THE SKINNERS' SCHOOL
(Voluntary Aided Grammar School of 680 boys: 170 in Sixth Form)
Required for January 1987: a Graduate to teach Economics to 'A' level. This is a part-time appointment, for approximately a half timetable.

Apply by letter to the Headmaster, The Skinners' School, Tunbridge Wells TN4 9PG, showing qualifications and experience and naming two referees. (34158) 132222

MERTON
LONDON BOROUGH OF MERTON
Teacher of COMPUTING/INFORMATION TECHNOLOGY/BUSINESS STUDIES.
See Secondary Education, Computing. (34953) 132222

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon, London SW19 7HB
Tel: 01-946 2208
Head Teacher: Mrs. D.E. Kay, B.A., Dip.Ed., Msc., L.T.C.L.
Age Range: 13-18 years
No. on roll: 814 Girls of whom 160 are in the 6th form
Required from January, 1987, a Teacher of BUSINESS STUDIES (Scale 1, Scale 2 available for a suitably qualified candidate) to join an expanding department which offers Shorthand, Typewriting (with Audio), Business Studies, Office Technology, and Information Technology with Word Processing pupils to years 4, 5 and 6 in this fully comprehensive school. There will be an opportunity for involvement with CPVE and TVEI.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (34954) 132222

SUTTON
LONDON BOROUGH OF SUTTON
WALLINGTON HIGH SCHOOL FOR GIRLS
Woodcote Road, Wallington, Surrey SM6 0PH
Tel: 01-647 2380
(selective 11-18, 680 on roll)
TEACHER OF ECONOMICS - SCALE 1
Required for January, 1987. This is a temporary post for one term in the first instance. This is a full-time appointment but part-time applicants will be considered.

Apply by letter to the Headteacher, as soon as possible, with c.v. and names and addresses of two referees. (34474) 132222

English

Heads of Department

HERTFORDSHIRE
JOHN F. KENNEDY SCHOOL (R.C.)
Hollybush Lane, Hemel Hempstead
Tel: 0442 52754
5f.e. 11-18 School, 830 on roll
Required for Easter 1987: HEAD OF ENGLISH DEPARTMENT Scale 4 including Outer Fringe Weighting, to take responsibility for a successful and innovative Department.

Preference will be given to practising Roman Catholic applicants.

Application with C.V. and names of two referees to the Headmaster from whom further details may be obtained. (34836) 132418

WEST SUSSEX
HEAD OF ENGLISH
ST. PHILIP HOWARD R.C. HIGH SCHOOL
(Group 10, mixed comprehensive)
Required September 1987 or earlier if possible, Head of English Scale 4. The Governors seek a well qualified committed teacher to lead this major department.

Application form and further details available from the Headteacher, St. Philip Howard R.C. High School, Elm Grove South, Barnham, Bognor Regis PO22 0EN, (s.a.e. please, foolscap). (30898) 132418

Scale 2 Posts and above

BERKSHIRE
WAINGEL'S COPSE SCHOOL
Denmark Avenue, Woodley, Reading RG5 4RF
Group 12, mixed, 11-18, Comprehensive School in purpose-built premises
Required for APRIL 1987 - Teacher of ENGLISH, SCALE TWO, to teach across the age and ability range with responsibility for English in the Sixth Form. A good honours graduate is required, able to teach to 'A' and 'S' level.

Application Form and further details from the Headmaster at the school (s.a.e. please).

Closing Date: 28th November 1986.

Equal Opportunity Employer. (34409) 132420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
HEXTABLE SCHOOL
Egerton Avenue, Hextable, Kent BR8 7LU
TEACHER OF ENGLISH (Scale 3)
Required for April 1987. The appointment is for the position of second in the Faculty of English and Communication. A person of vigour and initiative is required, to work in the evaluation and development of courses in this lively forward looking Faculty. English is taught to A level. At GCSE level, students follow a course leading to triple certification in English, Oral Communication and English Literature.

Hextable School is an 11-18 mixed Comprehensive School on the edge of the open countryside of the North Downs, yet within easy access of London and close to the M25. Outer London allowance of £284 is payable.

Applications should be made in writing to the Headmaster at the school, from whom forms and further particulars may be obtained on the receipt of a sae.

Closing date: 28/11/86.

Possibility of help with temporary housing in approved cases.

EAST KENT AREA
THE ABBEY SCHOOL
London Road, Faversham, Kent ME13 8RZ
Co-educational Roll 1200
Required for January 1987. Second in English Department (Scale 3). To be responsible for the GCSE examination work. The successful candidate should be able to teach all age groups and abilities and be appreciative of the creative/performing aspects of the subject. An interest in CPVE would be desirable.

Applications as soon as possible by letter with full c.v. and names of two referees to the Acting Head Teacher at the School. (34159) 132420

REDBRIDGE
CATERHAM HIGH SCHOOL
Caterham Avenue, Clayhill, Ilford IG5 0QW

Tel: 01-551 4415/6

Head: Dr. A. Atkins

Required for January 1987 or as soon as possible thereafter, a suitably qualified teacher of Drama to be in charge of the subject throughout the school. Applicants should also be able to teach English to GCSE.

Scale 2 with Outer London Allowance. Assistance with legal fees for house purchase and re-settlement expenses payable in approved cases.

Please apply by letter to the Headteacher at the School giving full details of qualifications and experience, if any, and the names, addresses and telephone numbers of 2 professional referees. (34871) 132420

USA
TEACH ON EXCHANGE - USA
See Overseas Appointments. (30967) 132420

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
CHALLNEY BOYS' HIGH SCHOOL
Stoneygate Road, Luton, Beds.
Tel: 599921
Required for January 1986, a teacher of English, Scale 1, to work in a strong department across the ability range in all five years in this 11-16 multi-cultural comprehensive school.

Application forms available from and returnable to the Headmaster. S.A.E. please.

An Equal Opportunities Employer. (34828) 132422

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
NORTH HALIFAX HIGH SCHOOL
Moorbottom Road, Illingworth, Halifax HX2 9SU
Ref: EDS/3089
Required from January 1987 for two terms only, a temporary teacher of ENGLISH (Scale 1) to teach throughout the school. The ability to teach to 'A' level will be welcomed.

Application forms must be obtained from the Headteacher (large s.a.e. please) to whom completed forms should be returned, quoting post reference number by 28th November 1986.

The Council is committed to be an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (34679) 132422

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
TODMORDEN HIGH SCHOOL
Ewood Lane, Todmorden, Lancs. OL14 7DG
Ref: EDS/3090
Required from January 1987 for two terms only, a temporary teacher of ENGLISH (Scale 1). The ability to teach Drama will be an advantage.

Application forms must be obtained from the Headteacher (large s.a.e. please) to whom completed forms should be returned, quoting post reference number by 28th November 1986.

The Council is committed to be an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (34680) 132422

CROYDON
LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

STANLEY TECHNICAL HIGH SCHOOL
South Norwood Hill, London SE25

Tel: 01-771 9961

Teacher of English and Drama to join lively department in school reorganised from 14/18 boys high school to 11+ intake this term. This post is ideal for a first appointment who would like to contribute to an exciting developmental phase in the school.

For further details and application forms please contact the Head Teacher.

*Closing date is as soon as possible.

Salary: Scale 1. (30299) 132422

CROYDON
LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PURLEY HIGH SCHOOL FOR BOYS
Placehouse Lane, Old Coulsdon, Surrey CR3 1YA

Tel: Downland 51176

A graduate to teach English in this 14-18 High School for Boys. The post requires the teaching of Language and Literature to O-Level and CSE in the Fifth Year, and to GCSE in the Fourth Year, together with teaching of A-Level in both the Lower and Upper Sixth.

The post is initially a temporary one for two terms. A Scale 2 would be available for a suitably qualified and experienced teacher.

Tenable: January 1987.

Salary Scale 1. (34144) 132422

DORSET
QUEEN ELIZABETH'S SCHOOL
Wimborne Minster, Dorset BH21 4DT
(V.C. 13-18 Upper Comprehensive School, N.O.R. 1350, 220 in the Sixth Form)
Required from January, 1987, owing to the promotion of the present post holder, a temporary teacher of ENGLISH (Scale 1). The person appointed will join a strong department with the opportunity to teach at all levels of age ability up to and including 'A' Level, according to qualification and experience.

Apply by letter (with c.v.) to the Headmaster as soon as possible. (30289) 132422

DUDLEY
METROPOLITAN BOROUGH

Equal Opportunities Employer

THE DUDLEY SCHOOL
St. James's Road, Dudley, West Mids. DY1 3JE

(12-18 co-ed. comp. Group 11)

For January, 1987 temporary TEACHER of ENGLISH for one term only to teach across full age range but mainly to lower ability children.

Details/Application forms from and returnable to: Headteacher (Dudley 53766) by 24th November. (34370) 132422

ENFIELD
LONDON BOROUGH OF ENFIELD
HOLY FAMILY CONVENT SCHOOL
London Rd., Enfield, Middx. EN2 6EN
(R.C. School for Girls, years 1-3)
Roll 505
Required January 1987, lively and enthusiastic teacher of ENGLISH, Scale 1.

Practising Catholic preferred, but practising Christians of other denominations would be considered.

London Allowance, £726.

Application forms (large SAE) obtainable from, and to be returned to, the Headteacher.

An equal opportunity employer. (34884) 132422

ESSEX
NEWPORT FREE GRAMMAR BOYS' COMPREHENSIVE SCHOOL
Newport, Saffron Walden CB11 3TR
Tel. 0799 40237
(Roll 630; Sixth Form 130)
ENGLISH TEACHER, Scale 1
Required January, to cover timetable including GCE/CSE and 'A' level on school's own courses. Temporary accommodation for two terms in first instance.

Apply direct to Headteacher enclosing c.v. and names of two referees (foolscap s.a.e. please). (34518) 132422

HAVERING
LONDON BOROUGH OF HAVERING
BEDFORDS PARK SCHOOL
Appleby Drive, Romford RM3 7SJ
Tel: Ingrebourne 71331
(Roll 746 Mixed)
Headteacher: R.J. Bracken, B.A.
Required for January 1987, temporary teacher of English, Scale 1, for two terms in the first instance to teach English from Years 1-5.

Letters of application enclosing a full curriculum vitae and the names of two referees should be sent to the Headteacher.

BRITTONS SCHOOL
Ford Lane, Rainham RM13 7BB
Tel: Rainham 54261
(Roll 792 Mixed)
Headteacher: A.J. Smith, B.Sc., F.G.S.
Required for January 1987 for one term only during the maternity leave of postholder, temporary teacher of English, Scale 1. Applicants should be prepared to teach mixed ability classes from Years 1 to 4 and a 5th Year CSE Group.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (34406) 132422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
DOWNS SCHOOL
Green Street Green Road, Dartford, Kent DA1 1QR
Roll: 1350 (Mixed) 11-18 Wide Ability
Required January 1987. Graduate teacher of English. Courses offered up to CSE, GCE 'O' and 'A' level. PGCE student considered.

Fringe allowance.

Pleasant site on outskirts of Dartford with easy access to London and Kent coast and countryside.

Applications to the Headmaster with full c.v., sae and names of two referees.

Possibility of help with temporary housing in approved cases.

HEXTABLE SCHOOL
Egerton Avenue, Hextable, Kent
Scale 1 teacher of English and Drama required for January 1987, for the Spring term.

Enthusiasm is a prerequisite for a post where opportunities exist to take curriculum initiatives and administrative responsibilities within an active team. Most teaching is mixed ability in a Faculty which extends beyond English into exciting areas of Cross Curriculum Communication.

Hextable is in a rural area but is close to the M20 A2(M) and the M25. (London Outer Fringe Allowance payable £284).

Letter of application including cv and names, addresses, and telephone numbers of two people to whom reference can be made, should be sent to the Headmaster.

Closing date: 21st November 1986. (34160) 132422

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN GIRLS' SCHOOL
Richmond Road, Kingston Upon Thames, Surrey
Headmistress: Dr. H.A. Nicolle, M.A. (Oxon), Ph.D.
No on roll: 756 including 183 in the VI form
For 1st January 1987 TEMPORARY for ONE TERM to cover Maternity Leave a teacher of ENGLISH is sought, preferably able to teach across the complete age range, including GCE 'O' and 'A' level.

Scale 1 post. London Allowance £726.

Apply immediately by letter to the Headmistress at the School enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees. (34480) 132422

LONDON E9
CARDINAL POLE SCHOOL RC (SM)
Kenworthy Road, Homerton E9 5RB
Tel: 985 5150
Required for April 1987 or earlier if available, a Scale 1 teacher to undertake English teaching including small group remedial work.

For further details please contact the school secretary. (34932) 132422

NORFOLK
COUNTY COUNCIL

EDUCATION DEPARTMENT

GREAT YARMOUTH HIGH SCHOOL
Salisbury Road, Gt. Yarmouth NR30 4LS

N.O.R. 943, 12-16 Mixed

Required January 1987.

Scale 1 Teacher of English with Drama.

Closing date: 28.11.86.

Applications by letter with full c.v. and names of two referees to the Headteacher at the school (further details obtainable from the Headteacher on receipt of s.a.e.). (34340) 132422

Somerset County Council
AN EQUAL OPPORTUNITIES EMPLOYER

Applications are invited from qualified Teachers for the following posts. Unless indicated otherwise application forms and details (sae foolscap) from the Head at the School.

SECONDARY HEADSHIP
WADHAM SCHOOL, CREWKERNE.
(13-18 Mixed Comprehensive, NOR 742)
(For further details please see under 'secondary headship'.)

SECONDARY EDUCATION
KING ARTHUR'S SCHOOL, WINCANTON.
(11-16 Mixed Comprehensive Community School, Nor 750)

For April 1987, HEAD OF SCIENCE, Scale 4. This school is a main OCEA pilot school. Closing date 26th November 1986.

SYDENHAM COMMUNITY SCHOOL, BRIDGWATER
(11-16 Mixed Comprehensive, Nor 800)

1. For January 1987, TEACHER OF CHEMISTRY, Scale 1. The successful applicant will be required to teach combined Science courses in Years 1 and 2, Physical Science to Year 3, and Chemistry to GCSE level.
2. For January 1987, or as soon as possible thereafter, an experienced TEACHER to be responsibile for RELIGIOUS EDUCATION in the Humanities Faculty, Scale 1. This is a temporary appointment for two terms. The subject is taught to GCSE level and an interest in the wider community role would be an advantage.
3. For January 1987, for two terms, a TEACHER, SCALE 1, to work within the Special Needs Department.

For all posts, details of the post may be obtained from the Head to whom letters of application, including cv and the names and addresses of two referees should be sent.
Closing date 24th November 1986

COURT FIELDS SCHOOL, WELLINGTON
(11-16 Mixed Comprehensive, Nor 732)

Required from 2nd March until 3rd July 1987, full-time TEACHER ART AND POTTERY, SCALE 1, to cover for a maternity leave. Both subjects are offered to 'O' level standard and candidates should be able to teach pupils to this level.
Closing date 21st November 1986.

PRIMARY HEADSHIP
ASHLANDS CE VC FIRST SCHOOL, CREWKERNE.
For April 1987, HEAD for this group 4 first school for pupils aged 5-9.

Application form and further details (sae please) from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset TA1 4DY. Closing date 4th December 1986.

PRIMARY DEPUTY HEADSHIP

ST JOHN'S VC CE PRIMARY SCHOOL, WELLINGTON.

For April 1987, DEPUTY HEADTEACHER for this group 4 school. An interest in Science, Environmental Studies, Games an advantage.
Closing date 1st December 1986.

ST ANDREW'S VC PRIMARY SCHOOL, TAUNTON. (NOR 220)

For April 1987, an experienced and forward looking teacher for the post of DEPUTY HEAD of this group 4 school. The successful applicant will be expected to accept responsibility for the coordination, and development of the infant classes.

Application form and details of the post, and details of interview procedure, from the Head at the school (sae please).
Closing date 31st November 1986.

CANNINGTON CE VC PRIMARY SCHOOL, NR BRIDGWATER. (NOR 150)

For January 1987, or as soon as possible thereafter, DEPUTY HEADTEACHER, for this group 4 school. To lead infant department and to teach infants.
Closing date 1st December 1986.

PRIMARY EDUCATION
ST JOSEPH'S RC VA PRIMARY SCHOOL, BRIDGWATER

For April 1987, a qualified Catholic TEACHER. Scale 2 post available for suitable candidate wishing to take responsibility in at least one area of the curriculum.

PRIMARY EDUCATION SUPPORT TEAM
TEACHER, SCALE 2, FOR CHILDREN WITH LEARNING DIFFICULTIES.
(Bridgwater and Central Somerset area)

For April 1987, or earlier if possible, a well qualified and experienced classroom practitioner to join with Primary Education Support Team (children with learning difficulties). Members of the team provide additional help for schools with a large proportion of children with learning difficulties.

Application form and further details (sae please) from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset TA1 4DY.
Closing date 24th November 1986.

(04801)

SECONDARY ENGLISH
continued

REDBRIDGE

CATERHAM HIGH SCHOOL
Caterham Avenue,
Clayhall, Ilford IG5 0QW

Tel: 01-551 4415/6

Head: Dr. A. Atkins

Required for January 1987 or as soon as possible thereafter a suitably qualified teacher of English to work in a successful and lively department in this well-established 11-18 mixed comprehensive school. There is some possibility of work in Drama.

CHADWELL HEATH HIGH SCHOOL
Christie Gardens,
Chadwell Heath, Romford,
Essex RM6 4SR

Tel: 01-599 2600

Head: Mrs D. Watkins, B.Ed.

Required for January 1987 or as soon as possible thereafter: a teacher of English, qualified to teach the subject across the full age and ability range, including 'A' level, for a forward-looking and innovative department in this 11-18 6 form entry mixed comprehensive school.

TRINITY R.C. HIGH SCHOOL
Mornington Road,
Woodford Green, Essex
IG8 0TP

Tel: 01-504 9756

Head: P.C.D. Doherty, B.A. (D.Phil.)

Required as soon as possible: a permanent Teacher of English to teach the subject across the ability groups in this 6 f.e. co-educational Roman Catholic Voluntary Aided School.

The above posts are on Scale I with Outer London Allowance: assistance with legal fees for house purchase and re-settlement expenses where appropriate is given in approved cases.

Please apply in writing to the Head of the School concerned as soon as possible, with full C.V. and names and addresses of 2 professional referees. (34865) 132422

SURREY
EDUCATION COMMITTEE
ST. BEDE'S (C of E/R.C.) SCHOOL
Carlton Road, Redhill RH1 2DD
Tel: Redhill 63780
12-18 Mixed Comprehensive, NOR 1104 inc. 159 in Sixth Form
SCALE I TEACHER OF ENGLISH from 1st January 1987, initially temporary for two terms (full-time post could be split for two part timers) to join innovative young Department in this over-subscribed school. Full range of examination courses to A level taught, emphasis on imaginative teaching and curricular initiatives.
Further details and application form from the Headteacher. (34537) 132422

NORTHAMPTONSHIRE

BRACKLEY MAGDALEN COLLEGE SCHOOL,
High Street, Brackley,
Northamptonshire NN13 5AE

TEACHER OF ENGLISH (Scale I)

Required for January, in this co-educational 11 to 18 comprehensive school with 1080 pupils, a teacher of English to O level, on either a permanent or a two term appointment. The possibility of some A level work would exist for a suitably qualified candidate.

A readiness to help with extra curricular activities would be welcome. The school services a pleasant rural area in the south of the county within easy reach of Oxford, Northampton, Milton Keynes and Banbury.

Application form and further details available from the school. Please telephone Brackley (0280) 703911 as soon as possible.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (34918) 132422

Geography

Heads of Department

HERTFORDSHIRE
THE SIR JOHN NEWSOM SCHOOL
Oaken Grove, Welwyn Garden City
Tel: 328431
Required for January, 1987, a Head of Geography, Scale 3 with Outer London Fringe Allowance. In addition to leading the Department and teaching to 'A' level, the ability to assist with 'A' level Sociology would be an advantage. A temporary two term appointment limited to August 1987 would also be considered.
Application by letter to the Headmaster including c.v. and names and addresses of two referees (foolscap sae please). (34845) 132618

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT

NORTH WALSHAM HIGH SCHOOL
Spenser Avenue, North Walsham, Norfolk NR28 9HZ

Group 10, 11-16 all-ability mixed, NOR 985

Required from April 1987 Head of Geography Scale 3.

Application forms and further particulars (s.a.e. please) from the Headteacher at the school. Closing date 1st December 1986. (34305) 132618

SURREY
EPSOM COLLEGE
Vacancy for a HEAD OF GEOGRAPHY.
See under Independent Schools. (30729) 132618

Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER

Unless otherwise stated the following are required for 1st January, 1987, and the closing date is 27th November, 1986.

Secondary Schools

Forms/further details from/to the Headteacher at the School (SAE please)

Re-advertisement

FULWOOD ST CUTHBERT MAYNE'S RC HIGH (Aided)
St Anthony's Drive, Fulwood, Preston. (929 on Roll)
SCALE 3 – SECOND IN MATHS DEPT, WITH SPECIAL RESPONSIBILITY FOR COMPUTER STUDIES. Previous applicants will automatically be re-considered.

THORNTON CLEVELEYS MILLFIELD COUNTY HIGH
Belvedere Road, Thornton, Cleveleys. (807 on Roll)
1st May 1987 or before if possible
SCALE 2 – PHYSICS

LANCASTER GRAVES/CASTLE COUNTY SECONDARY
Crag Road, Lancaster. (751 on Roll) – TWO POSTS
SCALE 1 (1 FULL-TIME AND 1 PART-TIME 0.5) – ESL. Based in the first instance at this school.

RISHTON NORDEN COUNTY HIGH
Stourton Street, Rishton, Blackburn. (687 on Roll)
1st May 1987 or earlier.
SCALE 1 – MATHEMATICS

BURNLEY TOWNELEY HIGH
Towneley Holmes, Burnley. (1086 on Roll Co-ed 11-16)
SCALE 1 – BOYS PE

MORECAMBE AND HEYSHAM MORECAMBE HIGH
Dallam Avenue, Morecambe. (1404 on Roll)
Temporary from 1st January, 1987 for two terms.
SCALE 1 – FRENCH. Possibility of 6th form work for suitable candidate.

(04844)

Scale 1 Posts

BERKSHIRE
BAYLIS COURT SCHOOL FOR GIRLS
Gloucester Avenue, Slough SL1 3AH
N.O.R.: 225
Required in January 1987, a Teacher of Geography (Scale 1). Ability to offer Economics or Integrated Humanities and an interest in developing a modular curriculum would be an advantage.
Applications with full c.v. in writing to the Headteacher. Closing date: 24th November, 1986.
An Equal Opportunity Employer (34386) 132622

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
LEON SCHOOL
Fern Grove, Bletchley, Milton Keynes MK2 3HQ
(mixed comprehensive - approximately 1200 on roll)
Required from January 1987, a teacher of geography to teach the subject to GCSE level. Interest in field work would be an advantage. The post offers an opportunity to develop geography subjects based on the Northern examining association syllabus D in this well syllabused department. Scale 1.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, B Abbott B.A., giving full curriculum vitae and the names and addresses of two referees. (34486) 132622

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
AYLESBURY GRAMMAR SCHOOL
Walton Road, Aylesbury, Bucks.
Headteacher: K.D. Smith, M.A. (Cantab)
Roll: 1200 boys (400 in Sixth Form)
Scale: 1
Required January 1987, Graduate to teach GEOGRAPHY to 'O' and 'A' level. This will be a temporary appointment for two terms, but applicants may also be considered for a permanent appointment.
Applications by letter in the first instance (s.a.e.) giving full details and the names and addresses of two referees, direct to the Headteacher at the school. (34498) 132622

HEREFORD AND WORCESTER
COUNTY COUNCIL

HARRY CHESHIRE HIGH SCHOOL
Habberley Road,
Kidderminster DY11 5PQ

Required from January or Easter 1987, a teacher of Geography. Scale 1.

Application forms and further details are available from the Headteacher (S.A.E. please). (34624) 132622

HERTFORDSHIRE
QUEENS SCHOOL
Aldenham Road, Bushey, Watford
Roll: 1400 mixed all ability, large 6th form
Required January, graduate GEOGRAPHER to teach throughout the school. Ability to specialise to Human Geography at A level essential.
The Avery Hill course is followed to GCSE level.
Scale 1 + London fringe allowance £282.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (34395) 132622

NORTHAMPTONSHIRE

WELLINGBOROUGH WEAVERS SCHOOL
Weavers Road,
Wellingborough,
Northants. NN8 2JQ

(Number on roll 1200 with 80+ in the Sixth Form)

SCALE 1 - GEOGRAPHY

Required for January 1987 a graduate to teach Geography throughout the School. This is a well established and successful department, comprising four full-time colleagues and housed in a modern suite of rooms.

Geography is taught to GCSE, 'A' and 'S' levels, including Oxbridge, and the take up for the subject both at the fourth year and Lower Sixth level is high.

The vacancy arises due to promotion and a share of Sixth Form teaching could be available for a suitably qualified candidate.

Weavers School is a fully developed comprehensive school, pleasantly situated on a single site to the North West of Wellingborough.

Application forms and further details are available from the Headmaster (sae please) to whom completed forms should be returned as soon as possible.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (30222) 132622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
THE KING ETHELBERT SCHOOL
Canterbury Road,
Birchington-on-Sea, Kent CT7 9BL
Required for January 1987, or as soon as possible thereafter: Assistant Teacher (Scale 1) of Geography/Science.
Further details can be obtained from the Head Teacher (SAE please). (34161) 132622

SOLIHULL
EDUCATION COMMITTEE
PARK HALL SCHOOL
Water Orton Road, Castle Bromwich B36 9HF
Tel: 021-747 2876
Required from January 1987, for two terms, initially:- TWO TEACHERS OF GEOGRAPHY to join a thriving and developing Humanities Faculty. The ability/desire to teach up to GCE Advanced Level would be an advantage, although it is not essential.
One of the posts may be available on a part-time basis.
Applications to the Headmaster, stating two referees and enclosing C.V. (30287) 132622

SUTTON
LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR GIRLS
West Street, Carshalton, Surrey SM5 2QX
Tel: 01-647 8294
GEOGRAPHY/SPECIAL NEEDS - SCALE 1
Required immediately until the end of the Summer Term 1987, in the first instance, a teacher of Geography who could also work in the Special Needs Department in this six form entry girls non-selective, 11-18 school. The Geography would be in years 1-3 and the Special Needs Department works on a withdrawal system mainly in the first three years. Part-timers are welcome to apply.
Applications should be made by letter to the Headteacher containing c.v. and names and addresses of two referees. (34506) 132622

WEST SUSSEX
GEOGRAPHY TEACHER
BISHOP LUFFA C.E. (AIDED) SCHOOL
Salary: Scale 1
(Group 11, 1100 on roll)
Required January 1987, Scale 1 Geography Teacher.
Application forms and further details available from the Headteacher, Bishop Luffa C.E. (Aided) School, Bishop Luffa Close, Chichester PO19 3LT (s.a.e. please). (30900) 132622

WILTSHIRE

BRADON FOREST SCHOOL,
Reid's Piece, Purton,
Swindon SN5 9BG

Head Teacher: Mr. I.R. Parkins, B.A.

11-16 Mixed Comprehensive School - N.O.R. 947 (September 1986)

Required as soon as possible, to cover the Maternity leave of the present post holder, a Scale 1 teacher of GEOGRAPHY.

Letter of application, c.v. and names and addresses of two referees to the Head Teacher at the school as soon as possible.

'WILTSHIRE IS AN EQUAL OPPORTUNITY EMPLOYER'. (31096) 132622

History

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
CHALLNEY BOYS' HIGH SCHOOL
Stoneygate Road, Luton, Beds.
Tel: 599921
Head of History Scale 3. Required for January 1987 an experienced, enthusiastic teacher to lead a department building modular courses within Humanities core. Interest in Twentieth Century History useful.
Application forms available from and returnable to the Headmaster. S.A.E. please.
An Equal Opportunities Employer. (34821) 132818

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT AREA
Please see advertisement under Careers Head of Department. (34162) 132818

Scale 2 Posts and above

USA
TEACH ON EXCHANGE - USA.
See Overseas Appointments. (30883) 132820

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
CARDINAL NEWMAN SCHOOL
Warden Hill Road, Luton, Beds.
Tel: 597125
Required for January 1987, a teacher of History, Scale 1, temporary for two terms.
Applications to be sent as soon as possible to Clerk to the Governors Accompanied by two testimonials and marked 'Application'.
An Equal Opportunities Employer. (34811) 132822

CROYDON
LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

EDENHAM HIGH SCHOOL,
Orchard Way, Shirley,
Croydon, Surrey

Tel: 01-776 0220

Required for January 1987 for two terms a teacher of History, part-time (0.5). Edenham is a mixed 11-16 comprehensive school located in a pleasant residential area of Croydon. Applicants are sought who value high standards of work, behaviour and discipline.

Please apply to the Headmaster at the above address by letter stating previous experience and giving the names of two referees.

Closing date is Wednesday 26th November.

Salary: Scale 1.

Tenable from: 1st January 1987 (for 2 terms). (34148) 132822

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 60. (34405) 132822

DORSET
HIGHCLIFFE COMPREHENSIVE SCHOOL
Parkside, Highcliffe, Christchurch, Dorset BH23 4QD
TEACHER SCALE 1
Required for January 1987. Temporary teacher of History.
Apply by letter with c.v. and names and addresses of two referees to Headmaster. (30291) 132822

HERTFORDSHIRE
FEARNHILL SCHOOL
Icknield Way, Letchworth, Herts. SG6 4BA
Acting Headteacher: Mr R.J. Dix-Pincott
800 mixed 11-18
Required for January 1987, a teacher of HISTORY/SOCIAL STUDIES (Scale 1) to join progressive Social Studies Faculty team. Members of the faculty teach a core social studies course in addition to their specialism. Candidates should be able to teach A level History, contribute to the Hertfordshire Achievement Project, and benefit from the Education 2000 Project and TRIST inset programmes.
If appropriate a two term temporary appointment could be considered.
Apply by letter to the Headmaster at the school, enclosing c.v. and names of two referees. For further details phone (0462) 677111. (34846) 132822

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
HULL DIVISION
BILTON GRANGE HIGH SCHOOL
Hopewell Road, Hull
Head: N. Renardson, B.Sc.
Required from January, Scale 1 teacher of HISTORY in this 13-18 mixed comprehensive with 595 pupils.
Application forms available from the Head (s.a.e. please) should be returned by 28th November, 1986. (34216) 132822

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

THE BOSWORTH COLLEGE
Leicester Lane, Desford,
Leicester LE9 9JL

(14-18)

NOR 1158

HISTORY/HUMANITIES SCALE 1

Required January for 1 term a teacher of History/Humanities. To teach History Schools Council Project to GCSE 'O' level History in the 6th form and core Humanities (Integrated Humanities and English) in the 4/5th years. A commitment to mixed ability and team teaching is essential.

Please contact the Headteacher for further details and application forms (SAE). (34662) 132822

LONDON E9
CARDINAL POLE SCHOOL RC (SM)
Kenworthy Road, Homerton E9 5RB
Tel: 985 5150
Required for April 1987 or earlier if available, a Scale 1 teacher to join the History department. The present time-table covers History and Government and Politics in years 3-5 on the main school site in Kenworthy Road. Candidates are required to be sensitive to the religious character of this school.
For further information please contact the school secretary. (34935) 132822

OXFORDSHIRE
COUNTY COUNCIL
THE MARLBOROUGH SCHOOL
Shipton Road, Woodstock
Oxford
Required from 1st January 1987, a teacher of History. This will be temporary in the first instance, but prospects for a permanent appointment are good.
Application forms are available from the Headteacher (s.a.e. please).
An Equal Opportunity Employer. (30399) 132...

SEFTON
METROPOLITAN BOROUGH OF SEFTON
CHRIST THE KING R.C. HIGH SCHOOL
Stamford Road, Southport
Merseyside PR8 4EK
TEACHER OF HISTORY (Scale 1)
Required for January 1987 temporary in first instance for Schools Council History Project GCSE, American History 1776-1877 to 'A' level.
Application forms and further details may be obtained, on receipt of s.a.e., form the Headteacher of the School, to whom completed forms must be returned by 28th November 1986. (34937) 132...

Home Economics

Scale 2 Posts and above

ESSEX
WESTCLIFF HIGH SCHOOL FOR GIRLS (GRAMMAR)
Kenilworth Gardens,
Westcliff-on-Sea SS0 0BS
Tel: 0702 76026
(Roll 865; 240 Sixth Form)
HOME ECONOMICS, Scale 1 or 2
Required January or April, enthusiastic teacher to share in work of flourishing department. Needlecraft to 'O' level, Home Economics to 'A' level.
Apply by letter to Headteacher, giving c.v. and names and addresses of two referees. (foolscap s.a.e. please). (34512) 133022

SURREY
EDUCATION COMMITTEE
FRANCE HILL SCHOOL
Watchetts Drive, Camberley, Surrey
12-18 Mixed Comprehensive
NOR 1,234 inc. 208 in 6th Form
For January or April 1987 a specialist, Scale 2, to be responsible for the HOME ECONOMICS teaching in the school and to keep the continuing development of and teach the TVEI course in Food Studies.
Further details and application forms from the Headteacher (stamped addressed envelope please). (34554) 133020

Scale 1 Posts

BARNET
LONDON BOROUGH
HASMONEAN HIGH SCHOOL
Holders Hill Road, Hendon
London NW4 1NA
Tel: 01-203 1411
V.A., Roll: 940, Sixth Form 165
Required JANUARY, 1987, resourceful and well-qualified teacher of HOME ECONOMICS throughout school, on part-time basis. Successful candidate will be expected to enhance excellent record of school in a strictly Orthodox and pleasant environment.
Scale 1. Scale 2 available for suitable candidate.
Apply in writing to Head Teacher, 2-4 Page Street, London NW7 (01-203 4894) with full c.v. and names of two referees, S.A.E.
Director of Education Services. (34430) 133028

DUDLEY
METROPOLITAN BOROUGH

Equal Opportunities Employer

EARLS HIGH SCHOOL
Grammar School Lane,
Halesowen, West Mids.
B63 3SL

11-16 co-ed. comp. Group 10

For January, 1987 temporary TEACHER of HOME ECONOMICS (Scale 1) for two terms, to take groups in both lower and upper school, including courses in Food and Nutrition and Child Care.

Details/Application forms from and returnable by 24th to Headteacher November. (34371) 133022

HAMPSHIRE
FORT HILL SCHOOL
Kenilworth Road,
Basingstoke, Hants. RG23 8JQ
Tel: Basingstoke 54311
A Comprehensive and Community School
N.O.R. 755, Mixed 11-16
Required for January 1987 or as soon as possible thereafter, permanent Scale 1. Full-time teacher of Home Economics and Parentcraft to all years in the school. Ability to teach Textiles desirable but not essential. The county council pursues a policy of equality of opportunity. Applications from people with disabilities particularly welcome.
Please apply immediately in writing to the Headmaster with full c.v. quoting the names of two professional referees and enclosing S.A.E. for further details. Telephone enquiries welcome. (34215) 133006

SECONDARY HOME ECONOMICS
continued

HERTFORDSHIRE
THE JOHN WARNER SCHOOL
Stanstead Road, Hoddesdon, Herts. EN11 0QF
Teacher of HOME ECONOMICS (Scale 1) required from January 1987 at this All-ability 11-18 co-educational school with approximately 890 on roll. Though the vacancy is for a full-time appointment, consideration would be given to a work-sharing arrangement and to a temporary appointment. The successful candidate should be prepared to teach pupils of both sexes, and all abilities up to CSE and O Level. Some knowledge of Child Development and Health Education would be useful.
Please write directly to the Headmaster, quoting two referees and providing full curriculum vitae. (34842) 133022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
ST JOHNS RC COMPREHENSIVE SCHOOL
Rochester Road, Gravesend, Kent
Required a well qualified teacher of Home Economics across the full range of subjects. Age range 11-16 years. Full time preferred but part-time considered. This is a temporary post from January to August 1987 with the possibility of a permanent position from September 1987.
Apply by letter (no forms) including full cv and two referees to Canon E. Mundy, Chairman of Governors, at the school by Friday 28th November.
Possibility of help with temporary housing in approved cases.

NORTH KENT AREA
CHATHAM, ST. JOHN FISHER SCHOOL
Ordnance Street, Chatham, Kent ME4 6SG
Required for January 1987 a Teacher of Home Economics, Scale 1.
Although seeking full-time permanent appointments, the Governors will be pleased to hear from applicants offering temporary or part-time service.
Please telephone the school 0634 42811 for forms and further details. (34163) 133022

LIVERPOOL

ASSISTANT TEACHER FOR TEXTILES
Scale 1

ST. HILDA'S C.E. HIGH SCHOOL (GIRLS)
Croxteth Drive, Liverpool
L17 3AL

Required for January 1987 or as soon as possible thereafter.

Application forms obtainable from (SAE) and returnable to the Head Teacher at the school. Closing date: 24th November 1986.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (34456) 133022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon,
London SW19 7HB
Tel: 01-946 2208
Head Teacher: Mrs. D.E. Kay, B.A., Dip.Ed., M.Sc., L.T.C.L.
Age Range: 13-18 years
No. on roll: 814 Girls of whom 160 are in the 6th form
Required from January, 1987 a Scale 1 Teacher in charge of FASHION and TEXTILES. An ability to teach CHILD DEVELOPMENT would be an advantage.
Closing date: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (34953) 133022

SHROPSHIRE

IDSALL SCHOOL
Coppice Green Lane,
Shifnal, Shropshire TF11 8PD

Tel: Telford 460213

11-18 mixed comprehensive school

Required for January 1987, Temporary, Full-time Scale 1 Teacher of Home Economics, to teach mainly food and nutrition to 'O' CSE/GCSE level also some textiles and family education in the lower school. Opportunities exist for A level Food & Nutrition for suitable applicant, temporary for two terms.

Application forms and details from the Head (SAE required). (34980) 133022

SOUTH TYNESIDE
BOROUGH COUNCIL OF SOUTH TYNESIDE
EDUCATION DEPARTMENT
KING GEORGE COMPREHENSIVE SCHOOL
(Group 10) 11-18 Years
ASSISTANT TEACHER FOR HOME ECONOMICS (SCALE ONE)
Required for January 1987 or as soon as possible thereafter, a suitably qualified teacher for the abovementioned post.
Applications by letter in the first instance, including the names of two referees, should be submitted to the Head Teacher, Mrs. A.M. Brooks, B.Sc., King George Comprehensive School, Nevinson Avenue, South Shields, Tyne and Wear NE34 8ST. (34700) 133022

SURREY
EDUCATION COMMITTEE
WOODHATCH SCHOOL
Pendleton Road, Reigate RH2 7NT
Tel. Reigate 43166
12-16 Mixed Comprehensive, NOR 486
SCALE 1 teacher of HOME ECONOMICS WITH CHILD CARE from January 1987. The department offers a course for boys and girls throughout the age range leading to GCSE.
Application form and further details from the Headteacher. (34539) 133022

SURREY
EDUCATION COMMITTEE
ST. BEDE'S (C of E/R.C.) SCHOOL
Carlton Road, Redhill RH1 2DD
Tel: Redhill 63780
12-18 Mixed Comprehensive, NOR 1104 inc. 159 in Sixth Form
SCALE I TEACHER OF HOME ECONOMICS from 1st January 1987 initially temporary for two terms but might become permanent. Examinations courses at all levels and Family Studies course for boys and girls in Year 2-3.
Further details and application form from the Headteacher. (34538) 133022

WILTSHIRE

DEVIZES SCHOOL

(11-18 mixed comprehensive: 1400 on roll)

Headmaster: D. J. W. Williams, M.A.

Required for January 1987, a full-time teacher of HOME ECONOMICS to teach Home Economics, Child Development and Textiles throughout the school. Some GCSE and A-level work could be available for a suitable candidate. Applicants should be willing to participate fully in the school's pastoral programme.

The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.

Further details and forms can be obtained from the Headmaster, Devizes School, The Green, Devizes, (please enclose s.a.e.). Completed forms and a letter of application should be returned within ten days of the appearance of this advertisement. It should be noted that Wiltshire is an equal opportunity employer. (34706) 133022

Humanities

Scale 2 Posts and above

WEST SUSSEX
RELIGIOUS STUDIES TEACHER
FELPHAM COMPREHENSIVE SCHOOL
(Group 11, 11-18 mixed comprehensive)
Required January 1987 (or as soon as possible thereafter) a Head of Religious Studies Scale 2. The successful applicant would be expected to take a full and active role in the Humanities Department. Religious Studies forms part of an Integrated Humanities course in years 1 to 5. A multi-faith Religious Studies GCSE course is taught.
Application form and further details available from the Headteacher, Felpham Comprehensive School, Felpham Way, Felpham, Bognor Regis, PO22 8EL (s.a.e. please). (34702) 133220

Scale 1 Posts

BROMLEY
THE RAMSDEN SCHOOL FOR BOYS
Gillmans Road, Orpington, Kent BR5 4LB
Tel: Orpington 31075
From 1st January 1987 a well qualified graduate teacher in the Humanities Faculty at this 6 form entry comprehensive. You will be required to teach History to O.C.E. 'O' Level, Economics to 'A' Level and Integrated Humanities to Junior Classes. This is a Scale I post and will be temporary in the first instance.
The school is housed in modern buildings on a site shared by the Ramsden School for Girls. There is a Joint Sixth Form of 200 boys and girls offering a wide range of established G.C.E. 'A' level courses.
Applications by letter to the Headmaster Mr M. Lane, B.Sc., stating qualifications, experience and the names and addresses of two persons willing to act as referees. Closing date 25th November 1986. (34806) 133222

DUDLEY
METROPOLITAN BOROUGH

Equal Opportunities Employer

THORNS SCHOOL & COMMUNITY COLLEGE
Stockwell Avenue, Quarry Bank, Brierley Hill, West Mids. DY5 2NU

(12-16 co-ed. comp. Group 11).

For January 1987 for two terms in first instance enthusiastic and imaginative TEACHER (Scale 1) to join innovative and successful HUMANITIES Faculty, teaching mainly History to all ages and abilities.

Details/Application forms from and returnable to Principal by 24th November. (34373) 133222

Mathematics

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
SWANSCOMBE SCHOOL
Swanscombe Street,
Swanscombe, Kent DA10 0BQ
Tel: Greenhithe 842356
A Kent Thames-side (11-16) High School, Group 8
HEAD OF MATHEMATICS AND COMPUTER STUDIES (Scale 4 + Dartford Fringe Allowance of £282)
Required as soon as possible in the New Year. Ideally, the successful candidate will be a graduate to teach both subjects to GCSE level, and should have had some experience in directing a team of specialists.
Further details of the post are available from the Headmaster to whom letters of application, together with cv and two stamped addressed envelopes should be sent as soon as possible.
Closing date: 28/11/86.
Possibility of help with temporary housing in approved cases.

MID KENT AREA
HOLMESDALE SCHOOL
Malling Road, Snodland,
Kent ME6 5HS
Required April 1987 or earlier, Head of Mathematics, Scale 4. This is a senior post and successful candidate will be part of the Senior Management Team which develops school policy.
Write or phone (0634 240416) for further details. (34164) 133418

Scale 2 Posts and above

BEDFORDSHIRE
EDUCATION SERVICE
CEDARS UPPER SCHOOL
Mentmore Road, Leighton Buzzard, Beds.
Tel: 375636
Required for January/April 1987, Second in Mathematics Department, Scale 3. Experienced graduate to teach throughout to 'A' level and assume major responsibilities in a well resourced department of eleven staff.
Application forms available from and returnable to the Headmaster, S.A.E. please.
An Equal Opportunities Employer. (34820) 133420

ENFIELD
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
(11-18 Mixed Comprehensive)
Roll: 950
Required April, 1987, suitably qualified, experienced and enthusiastic teacher of MATHEMATICS (Scale 2) to join well-established and forward-looking Faculty. S.M.I.L.E. is used with all pupils in years 1 to 5.
A willingness to contribute to developments in Information Technology and to be involved in new initiatives such as T.V.E.I. would be an advantage.
London Allowance, £726. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Apply by letter, with curriculum vitae, giving names, addresses and telephone numbers of two referees to the Head Teacher at the School as soon as possible. Closing date: 28th November, 1986.
An equal opportunity employer. (34426) 133420

HERTFORDSHIRE
THE HEATHCOTE SCHOOL
Shephall Green, Stevenage, Herts. SG2 9XT
11-18, mixed, All-Ability School. 850 on roll
SCALE 2 MATHEMATICS
Required for Easter 1987 (or before) teacher of Mathematics, Scale Two. The department is developing courses leading to GCSE and based largely upon SMP 11-16 with KMP materials used as further support for special needs. Problem solving techniques are emphasised using LOGO in the two well-equipped Computer Centres. The department has a successful record of teaching at all levels, including 'A' level.
Write for further details (enclosing s.a.e.). (34347) 133420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
CHATHAM, HIGHFIELD SECONDARY SCHOOL
Balfour Road, Chatham ME4 6RA
Required for January 1987 a teacher to work in a forward-looking Mathematics department. Scale 2 available for a suitably qualified and experienced teacher.
Knowledge of SMP and an interest in the use of computers within the classroom advantageous.
Letters of application with c.v. and names/addresses of two referees to the Headteacher.

SITTINGBOURNE, ROWENA SCHOOL FOR GIRLS
Swanstree Avenue,
Sittingbourne, Kent ME10 4NL
Required for January/Easter 1987 teacher of Mathematics, Scale 2 post available for a suitably experienced applicant. Experience of KMP desirable but not essential.
Further details available from the Headmistress at the school to whom application should be made by letter including c.v. and names and addresses of two referees. (34163) 133420

SURREY
EDUCATION COMMITTEE
RYDENS SCHOOL
Hersham Road, Walton-on-Thames, Surrey
12-18 Mixed Comprehensive. 1200 on roll
Required January 1987, or as soon as possible thereafter, a Teacher of MATHEMATICS to join a well qualified and successful department. Up to 'A' level teaching required and some Computer Studies teaching could be offered.
Scale 2 post available for a suitably qualified candidate.
Further details from the Headteacher. Tel: Walton 242994. (34533) 133420

WILTSHIRE

CHURCHFIELDS SCHOOL
Salcombe Grove, Swindon
SN3 1ER

Head Teacher: Mr. I.F. Taylor, B.Sc.

An 11-16 school with 1130 students set in a delightful area with easy access to the Cotswolds, the Marlborough Downs and Upper Thames

MATHEMATICS

SCALE 3 - SECOND IN DEPARTMENT

Required for April 1987, or January 1987 if possible, a well qualified, experienced teacher of Mathematics to assume important responsibilities within a strong and highly successful department. Courses leading to G.C.S.E. are based largely on SMP syllabi and materials.

Letters of application to the Headmaster at the school with Curriculum Vitae and names and addresses of two referees. Details will be sent upon receipt of S.A.E. Closing date for receipt of applications 28th November 1986.

'WILTSHIRE IS AN EQUAL OPPORTUNITY EMPLOYER'. (31094) 133420

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
CARDINAL NEWMAN SCHOOL
Warden Hill Road, Luton, Beds.
Tel: 597125
Required for January 1987, temporary to cover maternity leave, a teacher of Mathematics, Scale 1 to G.C.S.E. Level. Ability to teach Computer Studies an advantage.
Applications to be sent as soon as possible to Clerk to the Governors accompanied by two testimonials and marked 'Application'.
An Equal Opportunities Employer. (34892) 133422

BERKSHIRE
MEADWAY SCHOOL
The Meadway, Tilehurst RG3 4NN
Required for January 1987, a well qualified Scale 1 teacher of Mathematics to teach across the 11-16 age range initially, with possibility of future 'A' level work for suitable candidate. The school has a fully resourced SMP 11-16 scheme used by an enthusiastic department.
Please apply by C.V. and letter to the Headmaster at the school naming two referees (S.A.E. please). No closing date.
Equal Opportunity Employer. (34401) 133422

BERKSHIRE
READING SCHOOL
Erleigh Road, Reading RG1 5LW
N.O.R.: 620
Required for January or April, 1987, a Scale 1 Teacher of Mathematics/Computing.
Reading School is a maintained boys' Grammar School of 620 pupils including 150 in the Sixth Form and 120 Boarders. More than two thirds of the Sixth Form study 'A' level Mathematics. The post will involve teaching at all levels.
A temporary appointment from January will be considered.
Full details of the post and of the School available from the Head master, to whom application should be made as soon as possible (no forms). No closing date.
An Equal Opportunity Employer (34387) 133422

BOLTON
METROPOLITAN BOROUGH
(An Equal Opportunity Employer)
THE DEANE SCHOOL
New York, Bolton BL3 4NG
(11-16)
Temporary posts available from 1.1.87 to 31.8.87
MATHS, SCALE 1
MATHS/COMPUTER STUDIES, SCALE 1
Application forms and further particulars available from the Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW. Completed applications to be returned to the Head Teacher at the school by 26th November, 1986. (34714) 133422

BROMLEY
KEMNAL MANOR SCHOOL
Sevenoaks Way, Sidcup, Kent DA14 5AA
Tel: 01-300 7112
For January 1987 a teacher of Mathematics (Scale 1). This is a temporary appointment for the Spring and Summer Terms.
Further details and application forms are available from the Headmaster at the school, (large s.a.e. please) to whom completed forms should be returned by 25th November 1986. (34805) 133422

BROMLEY
NEWSTEAD WOOD SCHOOL FOR GIRLS
Avebury Road, Orpington, Kent BR6 9SA
Tel Farnborough 53626
For January or April 1987, at this girls' three form entry selective School (170 in Sixth form) a graduate teacher (Scale 1), of Mathematics. You will be expected to share in teaching throughout the School, including GCSE and 'A' level work. An interest in statistics would be preferred. The Department is progressive, lively and well-equipped with its own computers. Mathematics is a popular subject in the School with about 30 pupils each year studying it to 'A' level standard.
Letters of application, including names and addresses of two referees, to the Headmistress at the School by 4th December 1986. (34804) 133422

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
AYLESBURY GRAMMAR SCHOOL
Walton Road, Aylesbury, Bucks.
Headteacher: K.D. Smith, M.A. (Cantab)
Roll: 1200 boys (450 in Sixth Form)
Scale: 1
Required January 1987, or a.s.a.p. thereafter, Graduate to teach MATHEMATICS to A/S level. This is a temporary full-time post until the end of the Summer term 1987, but Part-time will be considered.
Apply by letter in the first instance (s.a.e.) giving full details and the names of two referees direct to the Headteacher at the school. (34405) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
BISHOP STOPFORD'S SCHOOL
Brick Lane, Enfield EN1 3PU
Roll: 1,000
Required January 1987, suitably qualified teacher of MATHEMATICS. Scale 1, able to teach all ability levels in the School. The subject is popular at Advanced level where a traditional course is followed and the S.M.P. 11-16 Scheme has now been introduced from the third year. Some advanced Level teaching could be made available for a suitably qualified applicant.
London Allowance, £726. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Applications should be made by letter direct to the Head Master, giving full details of qualifications and interests together with the names, addresses and telephone numbers of two referees.
An equal opportunity employer. (34425) 133422

ESSEX
BRAMSTON SCHOOL
Spinks Lane, Witham CM8 1EP
Tel: (0376) 512911
(Roll 1300; 11-18 Mixed Comp.; TVEI
TEACHER OF MATHEMATICS, Scale 1
Required January, 1987, to join lively, successful specialist department. Temporary for term, or permanent for suitable candidates.
Visits to the school welcomed.
Phone or write for details (foolscap s.a.e. please).

NEWPORT FREE GRAMMAR BOYS' COMPREHENSIVE SCHOOL
Newport, Saffron Walden CB11 3TR
Tel: 0799 40237
(Roll 638; Sixth Form 130)
FULL OR PART-TIME MATHEMATICS TEACHER, Scale 1
Required January, 1987, to teach throughout the age range up to 'A' level if suitably qualified.
Apply direct to the Headteacher enclosing c.v. and the names of two referees (foolscap s.a.e. please). (34519) 133422

HAVERING
LONDON BOROUGH OF HAVERING
BEDFORDS PARK SCHOOL
Appleby Drive, Romford RM3 7SJ
Tel Ingrebourne 71331
(Roll 746 Mixed)
Headteacher: R.J. Bracken, B.A.
Required for January 1987 for two terms in the first instance, teacher of Mathematics, Scale 1, to teach up to 5th Year level.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (34413) 133422

HERTFORDSHIRE
CHESHUNT SCHOOL
Windmill Lane, Cheshunt, Herts. EN8 9AT
(Head: Mr C.R. Broomfield)
11-18 mixed all-ability school, 80 in Sixth Form
Required for JANUARY, teacher of MATHEMATICS (Scale 1 plus London Fringe Allowance) to teach throughout the school at least up to fifth year level. There is a fully equipped computer studies room, and ability to help with computer studies would be an advantage.
Applications within 10 days of the appearance of this advertisement, with c.v. and names and addresses of two referees to the Headmaster of the school, from whom further details are available. (Waltham Cross 29685). (34838) 133422

HERTFORDSHIRE
HITCHIN SCHOOL
Old Hale Way, Hitchin, Herts.
Tel: Hitchin 50982/3
Head: Mr. J. K. Gray
Co-educational 11-19 Comprehensive
Required for January 1987, a teacher of MATHEMATICS. The department is well equipped and provides courses for all levels of public examinations, including the Herts Achievement Scheme. There is a separate Computer Studies Department with an excellent network system and other extensive equipment. The post would suit a well qualified entrant to the profession and in this case the appointment would be on Scale 1, but an experienced teacher of proven ability would be considered for a post on a higher scale. Opportunities exist for participating in a wide range of extra curricular activities and in the pastoral care system.
Applicants should write to the Headmaster as soon as possible giving full personal and professional details and providing the name, status and address of two referees, including present employer. (34851) 133422

HILLINGDON
LONDON BOROUGH OF HILLINGDON
DOUAY MARTYRS RC SCHOOL
Edinburgh Drive,
Ickenham, Uxbridge,
Middx. UB10 8QY

Number on roll: 876, 115 in Sixth Form

Headteacher: Mrs M. Stubbs, M.A.

REQUIRED FOR JANUARY 1987 (OR AS SOON AS POSSIBLE THEREAFTER)

A well qualified enthusiastic Mathematics graduate to join a lively Department which has a good background of success in public examinations.

The successful candidate will be expected to teach across the age and ability range. He/she will take responsibility for gifted pupils in the Fourth Year and for pupils in the Sixth Year studying for A/S level Mathematics. An interest in the development of investigational and problem-solving approaches would be helpful. The Southern Examining Group GCSE syllabus and the AEB Pure Maths and Statistics syllabuses are being followed.

Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.

Outer London Allowance Payable. (34417) 133422

Wiltshire
AN EQUAL OPPORTUNITY EMPLOYER

HARDENHUISH SCHOOL
Hardenhuish Lane, Chippenham, Wiltshire
Tel Chippenham (0249) 650693
11-18 Comprehensive n.o.r. 1110

TEACHER OF MATHEMATICS – SCALE ONE

Required for January 1987 or as soon as possible thereafter a teacher of mathematics to teach in this 11-18 mixed Comprehensive School.

Hardenhuish is a third round TVEI school and there is considerable opportunity for curriculum and personal career development within this project. The opportunity to develop information technology skills has been given a high priority for all staff.

The School is situated to the north of Chippenham in a pleasant parkland setting and the catchment area includes the town of Chippenham and surrounding villages.

Further details and application form can be obtained from the school (s.a.e. please) to be returned not later than Monday, 1st December, 1986.

(04847)

SECONDARY MATHEMATICS
continued

HILLINGDON
LONDON BOROUGH OF HILLINGDON

DOUAY MARTYRS RC SCHOOL
Eastbourne Drive, Hillingdon, Uxbridge, Middx. UB10 8QY

Number on roll: 876, 113 in Sixth Form

Headteacher: Mrs M. Hughes, M.A.

REQUIRED FOR JANUARY 1987 - TEACHER OF MATHS/ PHYSICS SCALE 1

This post is for one term and candidates will be required to teach across the age and ability range. Possibility of Scale 2 for suitable applicant, part-time contract considered.

Douay Martyrs is a 11-18 years mixed Comprehensive School which occupies two adjacent sites in a pleasant residential area in NW London and can be reached on the Metropolitan and Piccadilly lines, Central line and also M25.

Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.

Outer London Allowance Payable. (34415) 133492

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM

EDUCATION COMMITTEE

ROYTON & CROMPTON SCHOOL
Blackshaw Lane, Oldham

MATHEMATICS TEACHER - Scale 1

A graduate is required as soon as possible to teach in the first instance classes in years 1 - 5.

This post is temporary initially for 1 term.

Please apply by letter including a full cv and the names and addresses of 2 referees to the Head of the school by 21st November 1986.

An Equal Opportunity Employer. (34712) 133422

OXFORDSHIRE
COUNTY COUNCIL
THE CHERWELL SCHOOL
Marston Ferry Road, Oxford OX3 7EE

Required for January 1987, a temporary (two terms) teacher of Mathematics to fill lesson including sixth form work for suitable applicant.

Further details and application form available from the Headteacher see please.

An Equal Opportunities Employer. (34505) 133422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

WANSTEAD HIGH SCHOOL
Redbridge Lane West, Wanstead, London E11 2JZ

Tel: 01-989 2791/6937/ 9755

Head: Mr D.T. Challen, M.A.

Required for January 1987: a suitably qualified teacher of Mathematics for this mixed comprehensive school. The "SMILE" Mathematics course has been introduced in years 1-3, and some sixth form teaching is available. This is a permanent post, but applicants who are interested in a temporary appointment for 2 terms are welcome to apply.

Scale 1 with Outer London Allowance.

Please apply by letter as soon as possible to the Headteacher at the School giving full details of qualifications and experience, if any, and the names, addresses and telephone numbers of 2 professional referees. (34870) 133422

REDBRIDGE

WEST SUSSEX
TEACHER OF MATHEMATICS - SMP
OAKMEEDS COMMUNITY SCHOOL
Burgess Hill
Salary: Scale 1

Required for January 1987 in this 11-16 Mixed Comprehensive School, NOR 1200. Work up to 'O' level available for suitably qualified candidate. Assistance with removal expenses in approved cases.

Details of school and post available from the Headmaster, Oakmeeds Community School, Burgess Hill, West Sussex RH15 9EA or Tel: Burgess Hill (044461) 4169. (34209) 133422

WILTSHIRE
DOWNTOWN SECONDARY SCHOOL
Downton, Salisbury, Wiltshire

(Mixed 11-16 no. on roll 480)

Teacher of Mathematics. Salary Scale 1

A well qualified teacher is required to teach Mathematics throughout this non selective school across the full ability range up to G.C.S.E. Level. The enthusiasm necessary to encourage the mathematical development of less able pupils would be particularly welcomed, as would be an interest in the use of computers in Mathematics.

Applications to Headmaster in writing as soon as possible together with C.V., and names of two referees. Acknowledgement of application together with further details on receipt of stamped addressed envelope.

Wiltshire is an Equal Opportunity Employer. (34469) 133422

Modern Languages

Heads of Department

EUROPE
TEACH ON EXCHANGE - EUROPE
See Overseas Appointments. (30969) 133618

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH EAST AREA
THE TOWERS SCHOOL
Tunbridge Road, Kennington, Ashford, Kent TN24 9AL
Mixed High School, Roll approx 1,000

HEAD OF MODERN LANGUAGES DEPARTMENT - SCALE 3

Required April 1987. We are looking for an experienced and enthusiastic teacher to take over a successful and forward-looking department.

We would hope the person appointed will be able to make a significant contribution to curriculum development.

The ability to teach French is essential and another language would be an advantage.

French is taught as a core subject to all pupils in years 1-3 and therefore as an option.

This post would be suitable for an ambitious young teacher who wishes to progress further in the profession.

Please contact the school by letter/phone (Ashford (0233-34117) for an application form and further details. (34173) 133618

LONDON SE16
ST. MICHAEL'S RC VOLUNTARY AIDED SCHOOL
John Felton Road, London SE16 4JN
Tel: 237 5432
Roll: 550
Headmistress: Sr. Ann Roskilson, F.M.A.
(11-16 yrs)
Required from: January 1987 or A.S.A.P.

SCALE 3 TEACHER IN CHARGE OF MODERN LANGUAGE DEPARTMENT

The successful applicant will be in charge of the Modern Languages Department and be expected to teach Spanish/French across the full range of age and ability.

The school has high standards of discipline and appearance which staff are expected to support.

Preference will be given to practising Catholics.

Visits to the school are welcome.

Application forms are available from the school. (34098) 133618

Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
LEON SCHOOL
Fern Grove, Bletchley
(mixed comprehensive)
approximately 1300 on roll)
Required (from January 1987) to cover maternity leave, a temporary teacher in charge of teaching of French involving the setting up of a French department. This post is within a successful modern languages Department. Apply by letter to the Headteacher, Mr. J. Abbotts, B.A., giving full curriculum vitae and the names and addresses of at least one referee.

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
SCHOOLS MUSIC CENTRE
Wellesley Park, Highroad Well, Halifax HX2 0RA
Ref: EDB/3094

Required from January 1987, or as soon as possible thereafter, a fully qualified WOODWIND TEACHER (Scale 2). Duties will include instrumental tuition in Primary and Secondary Schools, tuturing in Music Centre evening orchestras and bands and teaching at the Schools of Music run by the Authority.

Application forms must be obtained from the Organiser (Music & Dance please) to whom completed forms should be returned, quoting post reference number by 28th November 1986.

The Council is committed to be an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (34682) 133620

DURHAM
COUNTY COUNCIL
SEAHAM COMPREHENSIVE SCHOOL
11-16 years
GERMAN/FRENCH - Salary Scale 2

Well qualified and experienced teacher required for Easter 1987 or earlier if possible.

Stamped addressed envelope for application form and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.

Closing date for receipt of applications 28th November 1986. (34692) 133620

EUROPE
SETTEACH ON EXCHANGE - EUROPE.
See Overseas Appointments. (30970) 133620

HERTFORDSHIRE
ST. CHRISTOPHER SCHOOL
Please see main advertisement under Independent Schools. (34303) 133620

HILLINGDON
LONDON BOROUGH OF HILLINGDON

WALSINGHAM RC SCHOOL
Springfield Road, Hayes, Middx. UB4 0LT

Headteacher: J. Bennett, B.A.

Required for January or as soon as possible thereafter: a teacher of Modern Languages to teach French throughout this 11-16 school. Candidates will have the opportunity to utilise experience in monitoring and teaching skills. A Scale 2 post may be available for the successful candidate.

Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees. Please also enclose full C.V.

Closing date: 2 weeks after the appearance of this advertisement.

Outer London Allowance Payable. (34421) 133620

HILLINGDON
LONDON BOROUGH OF HILLINGDON

VYNERS SCHOOL
Warren Road, Ickenham, Uxbridge, Middlesex UB10 8RU

Number on roll: 913, 156 in Sixth Form

Headteacher: D.C. Best, M.A., F.R.S.A., J.P.

Required January 1987, a well qualified teacher or Mistress to be teacher in charge of German (Scale 2) within a Languages Department. German as the second Modern Language is taken by half the year group in Years 2 and 3, and is a fairly popular choice in Years 4 and 5. 'A' level work is available in conjunction with other Sixth Forms in the Borough. The ability to offer French as a second subject would be an advantage.

Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.

Closing date: Friday 21st November 1986.

Outer London Allowance Payable. (34418) 133620

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
SOUTH HOLDERNESS SCHOOL
Tranmire, Hull HU12 8UZ
REQUIRES IMMEDIATELY

HEAD OF MODERN LANGUAGES - SCALE 3

Required for Easter, 1987, a teacher of Modern Languages with qualified and experienced to act as Head of a growing department as the other teacher of French and German to all levels. Candidates should ideally be able to offer both languages, but those offering only French should also apply. A Second Modern Language (GERMAN) would be desirable.

Required for January 1987, a teacher of French to share the teaching of French throughout the school. This post is within a successful Modern Languages Department. Apply by letter to the Headteacher, Mr. J. Abbotts, B.A., giving full curriculum vitae and the names and addresses of at least one referee.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH EAST AREA
SITTINGBOURNE HIGHSTED SCHOOL
Highsted Road, Sittingbourne, Kent ME10 4PP

Required for September 1986 or January/Easter to take over Department responsibility for teaching German to Advanced Level with some French. (Having considered). 13-18 Upper School (Sixth Form 200).

Applications, with full c.v., names/addresses two referees by letter in first instance to the Headteacher, from whom further details available. (34167) 133620

NORFOLK
COUNTY COUNCIL

DISS HIGH SCHOOL
Walnut Road, Diss IP22 3DA

Scale 3 Head of Modern Languages required from Easter, 1987. Must be able to offer French and German.

Application forms obtainable, on receipt of a stamped addressed envelope, from the Headteacher at the school. (34341) 134718 133620

SURREY
EDUCATION COMMITTEE
MAGNA CARTA SCHOOL
Thorpe Road, Staines, Middlesex TW18 3HJ
13-16 Mixed Comprehensive, N.O.R.: 784

For April, 1987 a teacher of FRENCH and GERMAN (Scale 2) to join a dynamic and well established department. The successful candidate will need to be lively, enthusiastic and committed to communicative methods with a strong emphasis on oral and aural skills.

Application forms and further details from the Headteacher (stamped addressed envelope please). (34545) 133620

Scale 1 Posts

BUCKINGHAMSHIRE
Equal Opportunity Employer
BLACKGROVE/CHILTERN AREA
BURNHAM GRAMMAR SCHOOL
Hogfair Lane, Burnham
Headmaster: Mr T. Saunders

Required for January 1987, a full-time teacher of Modern Languages, mainly German and French. Some 6th Form level work also required. This appointment is temporary in cover maternity leave.

Application forms and further details available from the Headmaster at the school. (Tel: Burnham 4812). (34601) 133620

DORSET
SELDOWN SECONDARY BOYS' CHRISTIAN
Kingland Road, Poole BH15 1TW

(Age range 12-16)
Required January, 1987 temporary (2 terms) teacher French with some English (Scale 1).

Apply by letter to the Headmaster giving curriculum vitae and the names and addresses of two referees. (30893) 133622

DUDLEY
METROPOLITAN BOROUGH

Equal Opportunities Employer

HILLCREST SCHOOL & COMMUNITY COLLEGE
Simms Lane, Netherton, Dudley, West Mids. DY2 0PB

(12-16 co-ed. comp. Group 10)

For January, 1987 TEACHER OF GERMAN with FRENCH (Scale 1) initially for two terms. Successful candidate will be joining enthusiastic and forward looking team to teach both languages to examination level.

Department committed to modern communicative approaches to language learning.

Details/Application forms from and returnable to Principal (Dudley 212121/2) WITHOUT DELAY.

THE GRANE SCHOOL
Grange Lane, Stourbridge, West Midlands, DY9 7HS

(11-16 co-ed. comp. Group 11)

For January, 1987 (Scale 1) TEACHER of FRENCH and SPANISH to 'O' level to cover maternity leave. Part-time applications also considered.

Details/Application forms (stamped and returnable envelope please) by 24th November. (34362/136522)

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST AREA
WEST SECONDARY BOYS' SCHOOL
Hartfield Road, Dartford, Kent DA1 2LZ
Tel: Dartford 23036

Required a Scale 1 teacher to teach French throughout this 11-16 Secondary Modern Boys' School. The Tricolore course is used as the basis of the work and a lively and successful French scheme throughout the school.

Please apply to the Headteacher at the school.

Closing date: 21st November 1986. (34168) 133620

LONDON E9
CARDINAL POLE SCHOOL RC (5M)
Kenworthy Road, Homerton E9 5RB
Tel: 985 5250

Required for April 1987 or earlier if available, a Scale 1 teacher for a French, Modern Languages is a very good department with very good examination results to Advanced and Advanced level. The present timetable which covers work in years 1 and 2 is taken by a full time teacher using Eclair and Bonjour and taught wholly on the small site in Victoria Park Road. Catholic Pole is a voluntary aided Roman Catholic School and candidates are required to be sympathetic to the religious character of the school.

For further information please contact the Headteacher's secretary. (34534)

LONDON SE14
HABERDASHERS' ASKE'S HATCHAM SECONDARY GIRLS' SCHOOL
Lewisham Road, New Cross, London SE14 5NV

Roll: 592
Required January 1987: a part-time Modern Languages teacher (approximately 0.4). Experience of teaching French and German and offering either French or German at 'A' level.

Application forms and further details are available from the Headteacher of the School (stamped addressed envelope please), to whom completed forms should be returned by 24th November. Please quote reference 34398/136522 on all correspondence.

SECONDARY MODERN LANGUAGES
continued

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
ROWAN HIGH SCHOOL
Rowan Road, London SW16 5JF
Tel: 01-764 7179
Head Teacher: Mrs. D.G. Haugh
Age Range: 13-18 years
No. on roll: 1100

Required from January 1987 a Teacher of French and German who is able to offer both subjects to GCE/CSE joint examination level. This is a temporary two-term appointment in the first instance.

Closing date: A.S.A.P.

Application forms and further particulars available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (34956) 133622

SOLIHULL
EDUCATION COMMITTEE
PARKHALL SCHOOL
Warwick Road, Castle Bromwich B36 9HP
Tel: 01-747 8875

Required for January 1987, due to promotion, a TEACHER OF GERMAN to FRENCH, Scale 1, or where appropriate, a Scale 2 post. Teacher in charge of German.

We are seeking to appoint a highly motivated and hard working teacher who will join a large and thriving Faculty. The ability or desire to teach up to GCE Advanced Level would be an advantage.

Applications by letter with full C.V., two referees to the Headmaster. (30286) 133622

WILTSHIRE
CHURCHFIELDS SCHOOL
Salisbury Road, Shrewton, SN8 1EH

Head Teacher: Mr. I.F. Taylor, B.Sc.

An 11-16 school with 1150 students set in a delightful area with easy access to the Cotswolds, the Marlborough Downs and Upper Thames.

MODERN LANGUAGES

Required for January 1987, a Scale 1 teacher of GERMAN up to G.C.S.E. level.

The post will be for two terms in the first instance. The ability to teach French would be an advantage.

Letters of application to the Headmaster at the school giving curriculum vitae and names and addresses of two referees. Details will be sent on receipt of S.A.E. Closing date for receipt of applications 28th November, 1986.

'WILTSHIRE IS AN EQUAL OPPORTUNITY EMPLOYER'. (31095) 133622

SUFFOLK
COUNTY COUNCIL

COPLESTON HIGH SCHOOL
Copleston Road, Ipswich IP4 5HD

11-16 mixed comprehensive roll 1364

Required January 1987, TEACHER OF MODERN LANGUAGES Scale 1, to teach FRENCH across the age and ability range. The ability to teach Spanish and/or German an advantage but not essential.

Apply immediately by letter to the Head Teacher enclosing s.a.e. for further details. (34976) 133622

HAVERING
LONDON BOROUGH OF HAVERING
CHAFFORD SCHOOL
Lambs Lane, Rainham RM13 9JU

Tel: Rainham 55811
(Roll 805 Mixed)
Headteacher: A.W. Grantham.

Required for January 1987 or as soon as possible, a temporary teacher of French, Scale 1 to teach Years 1 to 3. Possibility of a permanent post with effect September 1987.

Letters of application enclosing full curriculum vitae and the name of two referees should be sent to the Headteacher. (34407) 133622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST AREA
WEST SECONDARY BOYS' SCHOOL
Hartfield Road, Dartford, Kent DA1 2LZ
Tel: Dartford 23036

Required a Scale 1 teacher to teach French throughout this 11-16 Secondary Modern Boys' School. The Tricolore course is used as the basis of the work and a lively and successful French scheme throughout the school.

Please apply to the Headteacher at the school.

Closing date: 21st November 1986. (34168) 133620

LONDON E9
CARDINAL POLE SCHOOL RC (5M)
Kenworthy Road, Homerton E9 5RB
Tel: 985 5250

Required for April 1987 or earlier if available, a Scale 1 teacher for a French. Modern Languages is a very good department with very good examination results to Advanced and Advanced level. The present timetable which covers work in years 1 and 2 is taken by a full time teacher using Eclair and Bonjour and taught wholly on the small site in Victoria Park Road. Catholic Pole is a voluntary aided Roman Catholic School and candidates are required to be sympathetic to the religious character of the school.

For further information please contact the Headteacher's secretary. (34534) 133622

Music

Heads of Department

DERBYSHIRE
ST. ELPHIN'S SCHOOL
Darley Dale, Matlock, Derbyshire, Matlock
DIRECTOR OF MUSIC required.

See Independent Schools section. (34354) 133618

Scale 1 Posts

AVON COUNTY
AVON MUSIC CENTRE
6 Iddesleigh Road, Redland, Bristol BS6 7YJ

Required from 1st January 1987, or as soon as possible thereafter, a Music Tutor/Organiser to be appointed will be responsible for work concerning the Music Library, which is housed at the Music Centre, and also for part of the week, teach an orchestral instrument or part of the County Music Course. Car essential, mileage allowance payable.

Further details and letters of application to the Head of Music Centre at the above address, giving full cv and names and addresses of two referees, enclosing s.a.e. (34870) 133622

SUTTON
LONDON BOROUGH OF SUTTON
WALLINGTON HIGH SCHOOL FOR GIRLS
Croydon Road, Wallington, Surrey SM6 0QH
Tel: 01-647 5580

(Selective 11-18, 680 on roll)

Required January 1987, temporary post for two terms. Scale 1 Modern Languages department. Ability to teach French would be successful. Candidates should have experience of teaching French and German across the ability range. Apply by letter to the Headteacher giving full curriculum vitae and the names and addresses of at least one referee.

Closing date: Friday 28th November. (34398) 133622

Pastoral

Heads of Department

DORSET
CORFE HILLS SCHOOL
Higher Blandford Road, Corfe Mullen, Wimborne, Dorset BH21 3JH
(Age range 13-18)
Headmaster: Dr. Brian Harper, B.Sc., Ph.D.
(Group 13)

Required for 27th April, 1987 a PASTORAL HEAD OF LOWER SCHOOL, Scale 4. Candidates MUST be able to offer as a teaching subject either English with Special Education or Physics.

This comprehensive school (which opened in 1976) has 1460 pupils, of whom 280 are in the Sixth Form.

Further details and application forms can be obtained from the Headmaster's Secretary at the above address on receipt of a large s.a.e. and should be returned within two weeks of the date of this advertisement. (30288) 134018

ESSEX
HASSENBROOK COMPREHENSIVE SCHOOL
Hassenbrook Road, Stanford-le-Hope SS17 0NS
Tel: (0375) 671366
ACADEMIC REGISTRAR, Senior Teacher Scale
(London Fringe Allowance)

Applicants must have proven leadership ability and experience in the academic work of large comprehensive schools. Relocation allowances payable in approved cases.

Curriculum vitae and names of referees to Headteacher - application forms and further details by request (foolscap s.a.e. please). (34509) 134018

HAVERING
LONDON BOROUGH OF HAVERING
ST EDWARDS C OF E SCHOOL
London Road, Romford RM7 9NX
Tel: Romford 42809
(Roll 1030 Mixed 11-18 Form 120)
Headteacher: R. Goodier, B.Sc.

Required for April 1987, or earlier if possible, HEAD OF LOWER SCHOOL, Scale 4. Suitably qualified applicants are invited to apply for the above post which involves pastoral and curricular oversight of years 1 - 3. Sc. Towards has an excellent reputation and draws students from a wide area.

Application forms and further details are available from the Headteacher at the school.

Closing date: 24th November 1986. (34408) 134018

Scale 2 Posts and above

ESSEX
THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich CO12 5TS
Tel: Harwich 506976
(Roll 1400; Group 12, 11-18)
HOUSE HEAD, Scale 3

Required Easter, 1987. House Head with pastoral responsibility for pupils years 8-5. Considerable involvement in school life, teaching subject important.

Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (34913) 134030

ESSEX
THURROCK SECONDARY TUTORIAL UNIT
East Tilbury Road, Grays RM17 6SR
Tel: Grays Thurrock 379011
(Roll 40 maximum)
TEACHER IN CHARGE Scale 4

Required Easter, for unit for secondary pupils with behavioural and emotional problems. Other staff include two teachers, welfare assistant, visiting staff.

Write to S.W. Area Education Office, The Knaves, Basildon SS16 5RX, for form and details (foolscap s.a.e. please). (34918) 134020

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
PENNWELL SCHOOL
Portsmouth Road, Sunderland SR4 9LR
(Group 11)

Required for January, 1987, or as soon as possible thereafter:-

TEACHER OF MUSIC (scale 1).

Application forms are obtainable from the school, at the address above, on receipt of a stamped addressed foolscap envelope to be returned by 28th November, 1986. (34673) 133622

SURREY
EDUCATION COMMITTEE
MAGNA CARTA SCHOOL
Thorpe Road, Staines, Middlesex TW18 3HJ
13-16 Mixed Comprehensive, N.O.R.: 784

For April 1987 an energetic and enthusiastic teacher of MUSIC. The school has a strong tradition of music and is a music centre annexe. A scale 2 would be available for a suitable candidate.

A temporary appointment would also be considered for the Spring Term.

Application forms and further details from the Headteacher (stamped addressed envelope please). (34544) 133622

SURREY
EDUCATION COMMITTEE
HORSELL HIGH SCHOOL
Morley Road, Horsell, Woking, Surrey GU21 4TJ
N.O.R.: 1160 Comprehensive, 13-16 Mixed

For January or April 1987 a Scale 1 teacher of modern languages to teach FRENCH in this co-ed. comprehensive school. The Tricolore course is looking well and forward thinking which would give stress to communicative approach to an enthusiastic young teacher.

Application forms and further details from the Headteacher (stamped addressed envelope please). (34971) 133622

SURREY
EDUCATION COMMITTEE
TERRIERS JUNIOR SCHOOL
Dilston Road, Leatherhead KT22 7NZ
Tel: 01-393 2377
(Roll 315 Mixed Comprehensive, Form 1170 Inc. 209 in Sixth Form)

FULL TIME SCALE ONE FRENCH teacher required for January 1987 to cover maternity leave, in the first instance, for this thriving, computer active, Junior School serving Leatherhead.

Applications as soon as possible to the Headmaster. (34831) 133622

Scale 2 Posts and above

ESSEX
HAVERING
LONDON BOROUGH OF HAVERING
ABBS CROSS SCHOOL
Abbs Cross Lane, Hornchurch RM12 4YB
Tel: Hornchurch 40304
(Roll 981 Mixed)
Headteacher: D.J. Downey, M.A.

Required for January 1987, Scale 1 teacher of French. A well qualified graduate is required to share a lively department teaching to GCSE and 'A' level. Considerable number of peripatetics involved in learning instruments. Well established orchestras and choir as well as class music. Temporary appointment considered.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (34410) 133622

STATES OF JERSEY
EDUCATION COMMITTEE

PERIPATETIC INSTRUMENTAL SERVICE

Required For April, 1987

SPECIALIST TEACHER OF VIOLIN

Salary Range - £9,460 - £14,530
(Depending on Qualifications and Experience)

The successful candidate will join a staff of nine specialist instrumental teachers and as well as being responsible for viola tuition, some of the teaching timetable will involve teaching the full range of string instruments. Group teaching is usually done in the early stages and teachers follow their pupils through to at least Grade 5 standard.

As essential part of the work is performing in the weekly schools concerts and Youth Orchestra coaching.

Applicant must be a car owner with a current driving licence and must be dual qualified with some proven experience as both a performer and a teacher.

Closing Date:- Friday 28th November, 1986.

Apply for application form (foolscap s.a.e. please). (34918) 133622

Scale 2 Posts and above

ESSEX
THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich CO12 5TS
Tel: Harwich 506976
(Roll 1400; Group 12, 11-18)
HOUSE HEAD, Scale 3

Required Easter, 1987. House Head with pastoral responsibility for pupils years 8-5. Considerable involvement in school life, teaching subject important.

Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (34913) 134030

ESSEX
THURROCK SECONDARY TUTORIAL UNIT
East Tilbury Road, Grays RM17 6SR
Tel: Grays Thurrock 379011
(Roll 40 maximum)
TEACHER IN CHARGE Scale 4

Required Easter, for unit for secondary pupils with behavioural and emotional problems. Other staff include two teachers, welfare assistant, visiting staff.

Write to S.W. Area Education Office, The Knaves, Basildon SS16 5RX, for form and details (foolscap s.a.e. please). (34918) 134020

Physical Education

Heads of Department

HERTFORDSHIRE
THOMAS BOURNE CHURCH OF ENGLAND (AIDED) SCHOOL
See advertisement under Middle School Teachers, Physical Education, Head of Department. (34833) 134218

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
CHATHAM, FORT PITT GRAMMAR SCHOOL FOR GIRLS
Fort Pitt, Chatham ME4 6TJ
HEAD OF PHYSICAL EDUCATION DEPARTMENT
Scale 3

Required from Easter 1987 to lead a keen, versatile department. The successful applicant will also be responsible for the development of the Duke of Edinburgh Award Scheme.

Applications in writing to the Headmistress, giving the names of two referees and enclosing a Curriculum Vitae by 28th November 1986. (34169) 134218

CAMBRIDGESHIRE
SCHOOL
Barford Road, St. Neots, Huntingdon, Cambs.

Required as soon as possible TEACHER OF BOYS' PE AND GAMES (Scale 1).

Please telephone the School for further particulars Tel: (0480) 74748. (30772) 134222

BERKSHIRE
HIGHDOWN SCHOOL
Shirley Row, Emmer Green RG4 8LR
N.O.R.: 1,250 Mixed - 11-18 Comprehensive

Required January 1987, a Scale 1 Teacher of Girls P.E. Applicants with a particular interest in athletics, netball and dance would be an advantage.

Accommodation includes a gymnasium, swimming pool, dance studio, two squash courts, an all weather pitch and playing fields.

Forms and further particulars obtainable from Headmaster (s.a.e.). Closing date: 25th November, 1986.

Equal Opportunity Employer. (34389) 134222

CROYDON
LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

EDENHAM HIGH SCHOOL
Orchard Way, Shirley, Croydon, Surrey

Tel: 01-776 0230

Required for January 1987 a teacher of Boys PE to join this mixed 11-16 Comprehensive school of 1300 pupils. Edenham is surrounded by its own grounds and playing fields and has a sports hall and gymnasium. Applicants are sought who value high standards of work, behaviour and appearance.

Please apply to the Headmaster at the above address from whom application forms and further particulars are available.

Salary: Scale 1.

Closing date is 26th November 1986.

Tonsbie: 1st January 1987. (34147) 134222

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Scale 1 Posts

BARNET
LONDON BOROUGH
MILL HILL COUNTY HIGH SCHOOL
Worcester Crescent, Mill Hill, London NW7 4LL
Tel: 01-959 0017
New (11-18 Co-educational) Roll 1300. Sixth Form: 250
Required JANUARY 1987 or sooner if available, well qualified graduate as Head of Girls' Games and Physical Education. Salary above Burnham, and according to experience and qualifications. Recent developments at Dauntsey's include new Sports Hall and heated indoor 25m. pool.

Applicants initially for two terms from January 1987 will be considered, with possible permanent appointment from September.

Full details obtainable from Head Mistress, Secretary, Levington (038081) 2445. Closing date: 28th November. (34344) 134218

BEDFORDSHIRE
EDUCATION SERVICE
HOUGHTON REGIS UPPER SCHOOL AND COMMUNITY COLLEGE
Park View Drive, Houghton Regis, Bedfordshire
Tel: 861156

Required for January, or as soon as possible thereafter, a teacher of boys Physical Education (Scale 1/2). Ability to offer a second subject an advantage.

Application forms available from and returnable to the Headmaster, SAE.

An Equal Opportunities Employer. (34844) (134222

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

CASTERTON COMMUNITY COLLEGE
Great Casterton
Stamford, Lincs. PE9 4AT

(11-16)

NOR: 720

P.E. SCALE 2

Required April or earlier if possible, lively and energetic teacher of physical education, to be responsible for girls PE in this well established rural community college. An interest in dance and a flexible approach to PE for the older groups is desirable. Previous applicants will remain under consideration.

Please contact the Headteacher for further details and application form (SAE). (34663) 134220

CORNWALL EDUCATION COMMITTEE
There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

COMPREHENSIVE SCHOOLS

Penrice School, Charlestown Road, St Austell, Cornwall, PL25 3NR. Group 11. NOR 1259.

Head of Boys' Physical Education: Scale 2

A qualified and experienced Head of Boys' Physical Education is required from 27th April 1987 in this traditionally orientated school where all team games are played as well as a range of activities. The post is vacant on the appointment of the holder to Head of Physical Education at Tuckau College, New Zealand. There are extensive playing fields in sight of the sea as well as a fully equipped sports hall, gymnasium, all weather pitch and hard tennis courts.

For application form and further details send S.A.E. to the Headteacher.

Saltash School, Wearde Road, Saltash, Cornwall PL12 4AY. Group 11. NOR 1290. Sixth Form 120.

C.D.T. : Scale 1

Qualified teacher required to offer C.D.T. across the age and ability range including examination work all round in superb facilities.

This is a temporary appointment for the Spring and Summer term 1987.

Please apply in writing to the Headteacher, including curriculum vitae and names and addresses of two referees.

Closing Date 24th November, 1986.

St. Ives School, Higher Tregenna, St. Ives, Cornwall TR26 2BB. Group 9. NOR 720.

Graphics: Scale 1

Required to commence Summer Term 1987 a teacher to be responsible for Graphic Communication throughout the school.

Application forms and further details from the Headteacher at the school, on receipt of SAE.

PRIMARY SCHOOLS

St. Petroc's V.A. C of E Infant School, Atheliston Park, Bodmin, Cornwall PL31 1DS. Group 3.

Deputy Headteacher

Motivated class teacher required who has experience of all aspects of teaching Infants and who has interest in sound foundations and curriculum development. Applicants must be practising Christians; Communicant members of the Church of England may receive preference.

Application forms from the District Clerk, District Education Office, Barn Lane, Bodmin, PL31 1LS, on receipt of S.A.E.

Closing Date 5th December 1986.

Trewirgie C.P. Infant School, Trewirgie Hill, Redruth, Cornwall, TR15 2SZ. Group 4.

Deputy Headteacher

Required from 1st January, 1987 or as soon as possible thereafter. Please state special curriculum interests.

Application forms from the District Clerk, District Education Office, Pendarves Road, Camborne, TR14 7QD, on receipt of S.A.E.

CORNWALL COUNTY COUNCIL

SECONDARY PHYSICAL EDUCATION

continued

ESSEX

BARSTABLE SCHOOL
Timberlog Close, Basildon
SS14 1UX
Tel: 0268 552091
(Roll 1400)
TEACHER OF BOYS' P.E., Scale 1
(Area Allowance)

Required for January, enthusiastic Games Teacher to join successful and busy department offering a wide programme. Excellent facilities. Relocation allowances payable in approved cases.

Send c.v. to Headteacher (foolscap s.a.e. please). (34514) 134222

HAMPSHIRE

WILDERN SCHOOL
Wildern Lane, Hedge End,
Southampton SO3 4EJ
11-16 Comp. mixed

P.E. for girls and mixed groups. Second subject required, preferably History.

Letters of application with full c.v., names and addresses of 2 educational referees and S.A.E. to Headteacher.

The County Council pursues a policy of equality or opportunity.

Applications are particularly welcome from teachers with disabilities. (34208) 134222

HAMPSHIRE

BAY HOUSE SCHOOL
Gomer Lane, Alverstoke,
Gosport, Hants. PO12 2QP
11-18 Mixed Comprehensive
N.O.R. 1,660

Required January 1987 - Scale 1 teacher of PHYSICAL EDUCATION (Boys).

Ability to teach some History would be an advantage.

Applications in writing with full curriculum vitae, names/addresses of two educational referees to the Headmaster - s.a.e. please.

Closing date 24th November 1986.

The County Council pursues a policy of equality of opportunity.

Applications particularly welcome from people with disabilities. (34205) 134222

HARROW

EDUCATION COMMITTEE

HATCH END HIGH SCHOOL
Headstone Lane, Harrow,
Middlesex HA3 6NR

Tel: 01-428 4330

Required for January 1987 for two terms only Scale 1/2 teacher of Girls' P.E. The school is a 12-16 co-educational comprehensive school. The vacancy arises due to the sabbatical leave for two terms of the Head of Department.

Please apply directly to the Headmaster including full curriculum vitae and giving the names, addresses and telephone numbers of two referees.

Outer London Allowance Payable.

Please enclose stamped addressed envelope. (34735) 134222

HERTFORDSHIRE

BUSHEY HALL SCHOOL
Bushey Hall Road, Bushey,
Watford

Required January, for two terms. Teacher of BOYS P.E with special reference to football, athletics and cricket.

Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (34392) 134222

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
HULL DIVISION
ST. MARY'S HIGH SCHOOL
Inglemire Lane, Hull
Head: Miss H.V. Sexton

Required from January, Scale 1 teacher of P.E. and DANCE in this R.C. comprehensive school for girls aged 13-18.

Application forms, available from the Head (s.a.e. please), should be returned by 28th November. (34217) 134222

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet, Kent
DA11 8BG

Teacher of PE Scale 1, required to join a highly successful department in this expanding Thames-side High School of 1000 boys.

Letter of application, with cv and names and address of referees, to the Headteacher, Mr J.M.B. Hassett, M.A., who will provide further details on receipt of sae.

Closing date: 28/11/86.

Possibility of help with temporary housing in approved cases.

NORTH KENT AREA
SITTINGBOURNE, ROWENA SCHOOL FOR GIRLS
Swanstree Avenue,
Sittingbourne ME10 4NL

Teacher of Girls P.E. required from March 1987 to cover for maternity leave - temporary in the First instance.

Further details and application forms available from the Headteacher.

SHEPPEY SCHOOL
Minster Road, Minster-in-Sheppey ME12 3JQ

Required for 1st January 1987 a teacher of Girls P.E. to join a vigorous, successful faculty. The ability to offer a second subject is essential.

Letters of application with c.v. and names/addresses of two referees to the Headteacher. (34170) 134222

NORTHAMPTONSHIRE

EDUCATION DEPARTMENT

Applications are invited from experienced and enthusiastic teachers/dancers for the post of Dance Animateur in Northamptonshire from 1 January to 31 October 1987 initially. The successful applicant will be expected to work both in schools and the community.

Salary Pro Rata £7,500 approx.

Further details and application forms available from the County Education Officer (ref. ST/DL), Northampton House, Northampton NN1 2HX on receipt of a stamped addressed envelope.

Closing date a fortnight after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (30282) 134222

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

DEPUTY HEADTEACHERS PRIMARY

Tavistock, St Peter's CE (Aided) Junior School
School Close, Greenlands, Tavistock,
PL19 9HW. (Roll 156)
Deputy Head — Group 4

Required April 1987 or earlier if possible. Applications are invited from suitably qualified, enthusiastic, experienced teachers who have practical experience of leading curriculum development, and also able to share in school management. A commitment to parental and community involvement with the school would be desirable. Applicants should be active communicant members of the Church of England. Closing date 28 November 1986.

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SCALE POSTS SECONDARY

Plymstock School
Church Road, Plymstock, Plymouth, PL9 9AZ.
(Roll 1398)
Scale 1 — History Temporary

Required January 1987 to cover sick leave. Ability to teach History up to O level. Closing date 28 November 1986.

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(04828)

DEVON
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER

REDBRIDGE

ILFORD COUNTY HIGH SCHOOL FOR BOYS
Fremantle Road,
Barkingside, Ilford, Essex
IG6 2JB

Tel: 01-550 2581

Head: J.D. Moore, M.A.

Required for January 1987 or as soon as possible thereafter: Teacher of Physical Education for this Boys' selective school. This could be either a permanent post for a suitably qualified applicant or a temporary 2-term appointment.

The school offers a high standard in the major games with extensive playing fields, fitness laboratory and swimming pool on site.

Applicants should state the second subject they are prepared to offer.

Apply immediately by letter to the Headmaster from whom further details and application forms are obtainable.

The post is on Scale 1 with Outer London Allowance: assistance with legal fees for house purchase and re-settlement expenses where appropriate is given in approved cases. (34873) 134222

SHROPSHIRE

MADELEY COURT SCHOOL
Court Street, Telford,
Shropshire TF7 5DZ

Tel: Telford 58671

11-18 mixed comprehensive school

Required for January 1987, Temporary. Full-time scale 1 Teacher of Girls Physical Education.

Required in a progressive department at this purpose built comprehensive school with outstanding facilities.

Application forms and details from the Head (SAE please). (34087) 134222

SUFFOLK

COUNTY COUNCIL

COPLESTON HIGH SCHOOL
Copleston Road, Ipswich
IP4 5HD

11-16 mixed comprehensive roll 1364

Required for January 1987, a keen and enthusiastic TEACHER OF BOYS' PHYSICAL EDUCATION, with a particular interest in Rugby. First appointment welcomed.

Apply immediately by letter enclosing s.a.e. for further details, to the Head at the school. (34978) 134222

SURREY

EDUCATION COMMITTEE
BISHOP REINDORP
Larch Avenue, Guildford,
Surrey GU1 1JY
12-18 mixed Comprehensive

Girls P.E./Games Teacher, Scale 1, required for two terms from January 1987. An enthusiastic teacher is sought who can make a strong contribution to games and physical education within the school. There may be the possibility of a permanent post for a suitable candidate.

Further details from the Headmaster, Tel: Guildford 37373. (34127) 134222

Religious Education

Heads of Department

HERTFORDSHIRE

THE MOUNTBATTEN SCHOOL
St. Albans Road, Hemel Hempstead
11-19. All-ability 620 pupils.

Required for January 1987 or as soon as possible thereafter: Scale 2 HEAD OF RELIGIOUS EDUCATION to teach up to GCE 'O'/CSE Levels initially.

Apply, as soon as possible, by letter to the Headmaster Mr. J.G. Aynsley (Tel: H.H. 52465) from whom further details may be obtained. (34129) 134418

WEST SUSSEX

RELIGIOUS STUDIES TEACHER
FELPHAM COMPREHENSIVE SCHOOL
(Group 11, 11-18 Mixed Comprehensive)

Required January 1987 (or as soon as possible thereafter) a Head of Religious Studies Scale 2 (See Secondary Humanities SCALE 2) (34701) 134418

Scale 1 Posts

CAMBRIDGESHIRE

(EQUAL OPPORTUNITY EMPLOYER)
CROMWELL COMMUNITY COLLEGE
Wenny Road, Chatteris,
Cambs. PE16 6UU
Tel: Chatteris 2193
Principal: Mr. A.C. Atkins, B.A.
(11-16 Mixed Comprehensive)
GROUP 9

REQUIRED FOR JANUARY OR EASTER 1987:-

An Assistant Teacher of Religious Education (Scale 1) to teach the subject throughout the school. The appointee will teach in a room reserved for the subject and have the use of considerable and recently up-dated equipment and materials.

Further details and an application form available from the Principal at the above address (s.a.e.). Closing date 28th November. (34446) 134422

HAVERING

LONDON BOROUGH OF HAVERING
CHAFFORD SCHOOL
Lambs Lane, Rainham RM13 9XD
Tel: Rainham 52811
(Roll 809 Mixed)
Headteacher: A.W. Grantham, B.Sc.

Required for January 1987, temporary teacher of R.E. and Social Studies, Scale 1, to teach throughout the school to CSE standard. Possibility of a permanent post with effect Septembewr 1987.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (34411) 134422

HERTFORDSHIRE

THE CAVENDISH SCHOOL
Hemel Hempstead
(Co-educational: 940 pupils aged 11-18; 150 in the Sixth Form)

Required for January 1987 a teacher of Religious Education and Humanities (temporary appointment until 31 August 1988, i.e. 5 terms) to teach R.E. in Third Year and above, including examination groups studying for G.C.S.E. and 'A' Level and to teach core Humanities course in Middle School. The post becomes available owing to a secondment of the Local Authority's Advisory Service.

Additional allowance of £282 p.a.

Letters of application to the Headmaster as soon as possible with the names of two referees (plus s.a.e. please). (34831) 134422

LONDON N16

OUR LADY'S CONVENT HIGH SCHOOL
6-16 Amhurst Park, London
N16 5AF

Required for first half term, January 1987 for this 3 f.e., V.A. R.C. 550 girls non-selective school, R.C.

Temporary teacher of R.E. Courses to CSE, 'O', GCSE and 'A' level.

Applications in writing to the Headmistress at the school, quoting two referees. (34668) 134422

NOTTINGHAMSHIRE

ST. JOHN FISHER R.C. (A) HIGH SCHOOL
Ashfields New Road,
Newcastle ST5 2SJ

Required for September 1987, an Assistant Teacher of RELIGIOUS INSTRUCTION (Scale 1). An enthusiastic and suitably qualified practising Catholic to join a team of specialists in this 11-18 mixed comprehensive school with 800 pupils on roll.

The successful candidate will be expected to teach throughout the school including 'O' and 'A' level work and general sixth form R.E. An interest in Liturgy and community related work would be helpful.

Application forms and further details may be obtained from the Headteacher at the school. Completed forms should be returned to Father J.R. Tolkien c/o the school.

Canvassing will disqualify.

Give names/addresses of two referees.

Closing date 10 days from publication.

Trade Union membership encouraged.

An equal opportunity employer.

STAFFORDSHIRE COUNTY COUNCIL. (30275) 134422

SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
ST. THOMAS AQUINAS R.C. SCHOOL
Redcar Road, Sunderland SR5 5DB
(Group 9)

Required as soon as possible TEACHER OF RELIGIOUS EDUCATION (Scale 1) on a temporary basis for one year, to teach in years 2, 3 and 5, up to and including G.C.E. 'O' level. An ability to teach some Art would be an advantage.

Application forms are obtainable from the Headteacher at the address above, on receipt of a stamped addressed foolscap envelope to be returned by 28th November. [illegible] 134422

Science

Heads of Department

EAST SUSSEX

BEXHILL HIGH SCHOOL
Down Road, Bexhill-on-Sea
TN39 4HT
Comprehensive mixed, 11-16.
Roll: 1370

From January or as soon as possible thereafter: Head of Science (Scale 4) following promotion of previous post-holder to a Deputy Headship. A well qualified, forward-looking Physicist is required to lead the department. Previous applicants will automatically be re-considered.

Relocation grants in approved cases.

Application forms (s.a.e. please) from the Head Teacher. (34698) 134818

ESSEX

BRAMSTON SCHOOL
Spinks Lane, Witham CM8 1EP
Tel: (0376) 512911
(Roll 1300; 11-18 Mixed Comp. TVEI)
HEAD OF DEPARTMENT, SCIENCE Scale 4

For Easter, 1987, to lead Faculty of eight specialist teachers; current emphasis on curriculum development, new examinations and science-technology links.

Scale 4 but Senior Teacher scale available for candidate able and willing to contribute to whole school management. Closing date: 28th November, 1986.

Phone or write for details (foolscap s.a.e. please). (34910) 134818

HAVERING

LONDON BOROUGH OF HAVERING
SANDERS DRAPERS SCHOOL
Suttons Lane, Hornchurch
RM12 6RT
Tel: Hornchurch 43068
(Roll 830 Mixed)
Headteacher: G.A. Macalpine, M.Sc.

Required for January or April 1987, Head of Biology, Scale 2. Biology is a popular option and is taught to 'A' level. The school has well equipped laboratories, a greenhouse, pond and its own live stock. Experience with general science in Years 4 and 5 would be an advantage. Sanders Drapers School is five minutes' walk from the Hornchurch Station on the District line.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (34409) 134818

HERTFORDSHIRE

BISHOP'S HATFIELD GIRLS' SCHOOL
Woods Avenue, Hatfield
Tel: (07072) 75331/2

Required for January or Easter, 1987, an enthusiastic and well qualified HEAD OF PHYSICS (Scale 3) to join a well equipped and developing Science and Technology Faculty. Physics is a popular subject in this all ability girls' school, in years four and five and in the sixth form.

Applications are invited from teachers of proven ability and an interest in technology and electronics would be very advantageous.

Apply direct to the Headteacher at the School from whom further details may be obtained (foolscap sae please). Completed forms should be returned by 28th November 1986. (34398) 134818

NORTHAMPTONSHIRE

KETTERING BISHOP STOPFORD CE SCHOOL
Headlands, Kettering,
Northants. NN15 6BJ

HEAD OF PHYSICS - SCALE 3 or 4

Required for January 1987 or as soon as possible. The current holder of the post is also Head of Sixth Form with 145 students. The highly successful Science Department has large numbers studying all three sciences up to and including 'A' level.

The teacher appointed must be able to teach PHYSICS at all levels up to scholarship level and will also play a full part in the development of the GCSE combined science physics modules. It is possible that a Sixth Form responsibility will be given to the appointee, depending on qualifications and experience.

Application form and further particulars available from the Head (sae please). Closing date a fortnight after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (30268) 134818

SURREY

EDUCATION COMMITTEE
HINCHLEY WOOD SCHOOL
Claygate Lane, Hinchley
Wood, Esher, Surrey
12-16 Mixed Comp. 730 on roll

Required from approx. 2nd March 1987, a temporary teacher to act as Scale 3 Head of Chemistry, to cover a period of maternity leave.

Application forms and further details from the Headteacher. Tel: 01-398 7161. (34840) 134818

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE

KASKENMOOR SCHOOL
Roman Road, Hollinwood
Oldham

Re-advertisement

Previous applicants will be reconsidered

HEAD OF PHYSICS - Scale 3

Required for Summer Term 1987. An experienced committed graduate teacher is required to lead this successful department offering Physics to 'A' level. It is desirable that the successful candidate has some knowledge and experience of microelectronics or computer interfacing.

Application forms (sae) from the Head at the school returnable to him by 1st December.

An Equal Opportunity Employer. (34710) 134818

SURREY

ROYAL GRAMMAR SCHOOL
Guildford

Required in September 1987 HEAD OF TECHNOLOGY

The vacancy is for a well-qualified graduate capable of leading an important and expanding department into its next phase of its development. Academic standards are high; conditions favourable. Ability to teach Technology to A Level (Cambridge Board) is essential. Salary will reflect qualifications and experience, as well as the senior nature of the post.

Applications giving a full curriculum vitae and quoting at least two referees should be sent to the Headmaster (Technology), Royal Grammar School, High Street, Guildford GU1 3BB (Tel: 0483 502424), from whom further details are available. The closing date is 22nd November. (30989) 134818

WEST SUSSEX

IFIELD COMMUNITY COLLEGE
Lady Margaret Road, Ifield,
Crawley, Sussex
SCALE 3 HEAD OF CHEMISTRY

Required for May 1987 or as soon as possible to run a well equipped department and teach subject to GCSE & A level throughout this 13-18 comprehensive school.

Form and details from Headteacher (S.A.E. please) (34378) 134818

WILTSHIRE

THE CORSHAM SCHOOL
The Tynings, Corsham
SN13 9DF

Required for April or September 1987 a well qualified teacher *HEAD OF SCIENCE* (Scale 4) in this Group XI co-educational comprehensive school for pupils aged 11-18 years, following the promotion of the previous post holder to Deputy Headship. This is a flourishing faculty in good accommodation committed to Combined Science and Balanced Science in the main school and to a mainly Nuffield approach at 'A' level. A forward looking teacher with drive and imagination is required to build upon this success.

Application forms and further details (SAE please) are obtainable from the Headmaster at the school and are returnable by Wednesday, 26th November.

Wiltshire is an equal opportunities employer. (34616) 134818

Scale 2 Posts and above

BROMLEY

HAYES SCHOOL
West Common Road, Hayes,
Bromley, Kent BR2 7DB
Tel: 01-462 9767

For January or April 1987. Graduate MASTER/MISTRESS to teach CHEMISTRY at this six-form entry 11-19 years Co-educational school. Scale 1 or 2 plus £726 London Weighting. It is hoped to recruit an able and enthusiastic teacher who will be interested in examination work and enjoys working in a disciplined and responsible environment. For a candidate willing to assist as Deputy Head of Careers a graded post will be available. The school has a large sixth form of 212 students and results of its all ability levels of a balanced intake.

Application forms and further particulars may be obtained from Dr. J.S. Leeming, to whom completed forms should be returned by 4th December 1986. (34852) 134818

SHROPSHIRE

FITZALAN SCHOOL
OSWESTRY
Upper Brook Street,
Oswestry, Shropshire SY11 2TQ

Tel: Oswestry 659388

11-16 mixed comprehensive school

Required for Easter 1987, or Earlier permanent, Full-time Scale 1 Teacher well qualified experienced and enthusiastic PHYSICS teacher.

Application forms and details from the Head (SAE required). (34090) 134818

SECONDARY SCIENCE

continued

HEREFORD AND WORCESTER

COUNTY COUNCIL

THE ABBEY HIGH SCHOOL
Easemore Road, Redditch,
Worcestershire B98 8HB

Tel: Redditch (0527) 65596 or 62436

TEACHER OF PHYSICS, WITH AN INTEREST IN ELECTRONICS/NEW TECHNOLOGY

Temporary (two-term) or permanent; Scale 2 Post available: January, 1987 or as soon as possible thereafter.

Teaching will be to University entrance in a Department of 3 specialists - part of a Sciences Department of 11 with new, purpose-built Labs. and good support Staff.

The School is old and well-established with strong academic traditions as well as a record of pioneering new developments. It is now a mixed, fully Comprehensive, 13-18 High School of 1,000 students, including a large Sixth Form, from a very wide catchment which covers a pleasant part of the County. Rented and private accommodation are both freely available.

Prospective candidates are very welcome to visit the School by appointment with the Headmaster, from whom further details are available. (34625) 134820

Scale 1 Posts

BEDFORDSHIRE

EDUCATION SERVICE
ST THOMAS MORE R.C.
UPPER SCHOOL
Tyne Crescent, Bedford MK41 7UL
Tel: (0234) 41201

Required for January 1987 for the spring term only in the first instance a temporary teacher of Physics, scale one.

Application forms and further details from the Headmaster, SAE please.

An Equal Opportunities Employer. (34824) 134822

BERKSHIRE

MEADWAY SCHOOL
The Meadway, Tilehurst RG3 4NN

Required for January 1987 a *Scale I teacher* to teach Science *in Years 1 to 5.* The ability to teach *Physics* or Chemistry to G.C.S.E. level would be an advantage.

The department has well equipped facilities and both the Chemistry and Physics Advanced level courses have been enhanced through TVEI.

Please apply by C.V. and letter to the Headmaster at the school naming two referees. (S.A.E. please). No closing date.

An Equal Opportunity Employer. (34400) 134822

BUCKINGHAMSHIRE

MILTON KEYNES AREA
Equal Opportunity Employer
LEON SCHOOL
Fern Grove, Bletchley, Milton Keynes MK2 3HQ
(mixed comprehensive - approximately 1200 on roll)

Required from January 1987, a teacher of chemistry, for GCSE and 'A' level chemistry with a contribution to other science courses. A familiarity with Nuffield Chemistry would be an advantage. Scale 1.

Assistance with removal expenses and rented housing may be available in approved cases and there is wide range of housing to buy in the area.

Apply by letter to the Headteacher, B. Abbott, B.A., giving full curriculum vitae and the names and addresses of two referees. (34494) 134822

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION DEPARTMENT

ADDLINGTON HIGH SCHOOL
Fairchildes Ave., Croydon
CR9 0AA

Tel: 0689 42545

Required for January 1987 two teachers of Science (Scale 1), one with Biology background, the other with Physics background, who will contribute to the GCSE Integrated Science course followed by all pupils in years 4 and 5. The broad school science curriculum includes electronics and rural science. An interest in investigation and problem-solving work and in the social and economic aspects of science would be an advantage.

Please apply directly to the school for application forms and further details.

Salary: Scale 1.

Tenable: 1st January 1987. (30888) 134822

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

WESTWOOD HIGH SCHOOL
Spurgeon Road, London
SE19 3UG

Tel: 01-653 1661

A small well disciplined girls school situated in a pleasant residential area requires two enthusiastic energetic and adaptable teachers of Science.

The person appointed will be required to teach Science throughout the ability and age range but will also be required to teach Physics and Chemistry to examination classes.

A commitment to maintaining and developing standards in both work and discipline is essential. Science is taught in a new purpose built suite of four laboratories.

Please apply directly to the Headmistress.

Salary Scale 1.

Tenable: January 1987.

Closing date is as soon as possible. (34145) 134822

DORSET

CORFE HILLS SCHOOL
Higher Blandford Road, Corfe
Mullen, Wimborne BH21 3JH
(Age Range: 13-18)
Headmaster: Dr. Brian Hooper, B.Sc., Ph.D.
Group 12

Required for January 1987 a temporary teacher of Science and/or technology (Scale One). The exact nature of the post will depend on the qualification and experience of the successful applicant.

The post could be permanent or at Scale Two for a suitably qualified and experienced applicant.

Letter of application giving the names and addresses of two referees and including a C.V. to the Headmaster at the above address as soon as possible. (30295) 134822

EAST SUSSEX

PORTSLADE COMMUNITY COLLEGE
Chalky Road, Portslade BN4 2WS
Comprehensive mixed, 11-18.
Roll: 1250

From January 1987: Teacher of Science (Scale 1). Integrated Science is taught throughout years 1 to 5 with separate sciences at 'A' level.

Relocation grants in approved cases.

Application forms (s.a.e. please) from and returnable to the Principal. (34905) 134822

ESSEX

BARSTABLE SCHOOL
Timberlog Close, Basildon
SS14 1UX
Tel: 0268 552091
TEACHER OF SCIENCE, Scale 1
(Area Allowance)

Temporary or permanent, required for January, qualified teacher to teach wide range of abilities within well equipped, progressive faculty.

Relocation allowances payable in approved cases.

Send c.v. to Headteacher (foolscap s.a.e. please). (34516) 134822

HAMPSHIRE

WILDERN SCHOOL
Wildern Lane, Hedge End,
Southampton SO3 4EJ
11-16 Comp. Mixed
CHEMISTRY AND SCIENCE

Nuffield Science course followed in years 3, 4 & 5.

Letter of application with full c.v., names and addresses of 2 educational referees and s.a.e. to Headteacher.

The County Council pursues a policy of equality of opportunity.

Applications are particularly welcome from teachers with disabilities. (34206) 134822

HAMPSHIRE

JOHN HANSON CROYE CLOSE
Andover
N.O.R. 1120, 11-16 Mixed Comprehensive

Required January or April 1987 Teacher of Science with a commitment of Integrated Science teaching across the full ability range. Ability to offer a specific Science to examination level.

We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

Letter of application to Headteacher. (34213) 134822

HAMPSHIRE

WINTON SCHOOL
London Road, Andover

Required as soon as possible Teacher of Science.

We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

Letter of application to Headteacher. (34212) 134822

HAVERING

LONDON BOROUGH OF HAVERING
GAYNES SCHOOL
Brackendale Gdns.,
Upminster RM14 3UX
Tel: Upminster 22960
(Roll 984 Mixed)
Headteacher L.K.M. Bonny, M.Ed., F.C.P.

Required for January 1987 an energetic teacher of Biology Scale 1, to teach across the age and ability range up to 'A' Level. The present incumbent has been promoted to Head of Department.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher by the 1st December 1986. (34824) 134822

HEREFORD AND WORCESTER

COUNTY COUNCIL
THE ABBEY HIGH SCHOOL

Please see under Scale 2 posts. (34626) 134822

HERTFORDSHIRE

DAME ALICE OWEN'S SCHOOL
Dugdale Hill Lane, Potters
Bar, Herts. EN6 2DU
Voluntary Aided. Founded 1613
Trustees: The Worshipful Company of Brewers
Number on Roll: 1060
(mixed) 160 Sixth Form

Required for January, 1987, a qualified teacher of CHEMISTRY (Scale 1 plus London Fringe Allowance) to teach up to and including 'A' Level across the 11-18 age and ability range in a strong Science department.

Excellent facilities on a Green Belt site within easy reach of Central London.

Applications in writing (full c.v. and names of two referees) to the Head Master - Mr D.M.W. Bolton, M.A.(Oxon) as soon as possible, from whom further details are available (foolscap s.a.e. please). (34349) 134822

HERTFORDSHIRE

SIMON BALLE SCHOOL
Mangrove Road, Hertford

Required for two terms from January 1987 a temporary teacher of Chemistry and Physical Science for this mixed, all-ability, 11-18 school to cover a two term leave of absence. Teaching will cover the whole age and ability range up to A Level. A scale 2 or 3 salary will be available according to the successful candidate's experience.

Letters of application should be sent to the Headmaster at the School. (34841) 134822

HERTFORDSHIRE

FEARNHILL SCHOOL
Icknield Way, Letchworth,
Herts. SG6 4BA
Acting Headteacher: Mr R.J. Dix-Pincott
800 mixed 11-18

Required for January 1987, a teacher of CHEMISTRY (Scale 1) to join a team of eight in a strong, excellently equipped department offering Nuffield-based courses in the three sciences to GCSE/A level, Integrated Science in the lower school, and participating in the Hertfordshire Achievement Project in Science; also strong environmental science interest. Seven laboratories in integrated suite with Technology Lab. and IT Centre (Nimbus Network) Fearnhill School is one of six schools involved with the Education 2000 Project.

A two-term temporary appointment would be considered.

Apply by letter to the Headmaster at the school, enclosing c.v. and names of two referees: for further details phone (0462) 677111. (34847) 134822

ISLE OF WIGHT

COUNTY COUNCIL
RYDE HIGH SCHOOL
Pell Lane, Ryde, IW PO33 3LN
Age range 13-18 years. 1009 on roll. Group 11

Required for January 1987, an enthusiastic and able TEACHER OF SCIENCE (Scale 1) to teach 3rd Year Integrated Science, Biology 'O' and 'A' level, Rural Science CSE and GCSE and the biological science component of Integrated Science (double certificate) GCSE.

The successful applicant will join a team of seven graduate teachers and three technicians. There are nine well equipped laboratories and two preparations rooms. The School is taking part in TVEI and teaches a CPVE course in the Sixth Form; the Science Department is involved in both of these schemes. It would be an advantage for applicants to have an interest in developing the use of computers in teaching science.

Application forms and further details available from the Headteacher at the School, to whom completed forms should be returned by 28 November 1986. (SAE please). (34649) 134822

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
SOUTHBOROUGH SCHOOL
Hook Road, Surbiton, Surrey
KT6 5AS
Tel: 01-397 2645
No on roll 720 boys 11-18
80 in the 6th Form

For January 1987 a part-time teacher of BIOLOGY and junior general science is required. A temporary appointment would be considered.

Scale 1 post pro rata. London Allowance £726.

Please apply IMMEDIATELY in writing to the Headmaster at the School enclosing full curriculum vitae and the names and addresses and telephone numbers of two referees. (34477) 134822

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
SOUTHBOROUGH SCHOOL
Hook Road, Surbiton, Surrey
KT6 5AS
No on roll: 710 boys 11-18 years; 78 in the sixth form

Required for January 1987 a teacher of PHYSICS able to teach the subject to 'O' level. The willingness to help with games or other subjects will be an advantage.

The appointment is initially TEMPORARY for ONE TERM whilst the present incumbent is Acting Deputy Head. There is the possibility that the contract may be extended.

Scale 1 post. London Allowance £726.

Please apply IMMEDIATELY IN WRITING to the Headmaster at the School enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees. (34329) 134822

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
SITTINGBOURNE,
HIGHSTED SCHOOL
Highsted Road, Sittingbourne,
Kent ME10 4PT

Enthusiastic Hons. Graduate required Easter (Earlier if possible). Further post available September, to teach Chemistry/Physics/Integrated Science in strong, expanding, well equipped Science Department. 13-18 Upper School (Sixth Form 200).

Applications, with full c.v. names/addresses two referees, by letter in first instance to the Headteacher, from whom further details are available.

EAST KENT AREA
THE ABBEY SCHOOL
London Road, Faversham,
Kent ME13 8RZ
Co-ed Roll 1200

An enthusiastic teacher of Science (Scale 1) is required to join the Science department from January 1987.

The successful applicant will be required to teach Science in years 1-3 and Biology to examination level.

Applications as soon as possible by letter with full c.v. and names and addresses of two referees to the Acting Headteacher at the school.

THE HOLY CROSS R.C. SECONDARY SCHOOL
Ramsgate Road, Broadstairs,
Kent CT10 1PJ
Roll 600

A teacher of Science with some Mathematics (Scale 1) is required for January 1987. Knowledge of insight to Science and the ability to teach Chemistry an advantage. Roman Catholic preferred.

Letters of application, including the names and addresses of two referees, to the Head Teacher as soon as possible.

THE KING ETHELBERT SCHOOL
Canterbury Road,
Birchington-on-Sea, Kent CT7 9BL

Required for January 1987, or as soon as possible thereafter: Assistant Teacher (Scale 1) of Geography/Science.

Further details can be obtained from the Head Teacher (SAE please). (34172) 134822

LINCOLNSHIRE

CHEMISTRY GRADUATE
CHRIST'S HOSPITAL SCHOOL
Wragby Road, Lincoln LN2 4PN
(Group 12 - Roll: 1330)

Required, from January, 1987, a Chemistry graduate, or a graduate in a related science with specific interest in Chemistry.

Scale 1. This is a temporary post for two terms.

Initially, work will be with lower and middle school science/chemistry but there are possibilities of sharing in all aspects of the Department's work up to 'A' level.

S.A.E. to Headmaster for form and further details. Closing date: 28th November, 1986. (T191). (34648) 134822

LONDON E9

CARDINAL POLE SCHOOL RC (SM)
Kenworthy Road, Homerton
E9 5RB
Tel: 985 5150

Required for April 1987 or earlier if available, a Scale 1 teacher for Chemistry and Lower School Science. Ability to help in teaching the Roman Catholic faith would be an advantage.

For further details please contact the school secretary. (34933) 134822

NORTHAMPTONSHIRE

MOULTON SCHOOL
Pound Lane, Moulton,
Northampton NN3 1SD

Co-educational Comprehensive School, Number on roll 1050: 90 in Sixth Form

Required for January 1987 - Temporary appointment for 1 Term.

Assistant, Scale 1 for CHEMISTRY and INTEGRAL SCIENCES.

Further details and application form from the school. Tel: (0604) 43831.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (30266) 134822

NORTHAMPTONSHIRE

KETTERING BISHOP STOPFORD CE SCHOOL
Headlands, Kettering,
Northants. NN15 6BJ

SCIENCE TEACHER - SCALE 1 (CHEMISTRY)

Required for January 1987 or as soon as possible a teacher who can teach SCIENCE MODULES up to GCSE. Teaching up to 'A' level could be available for an experienced candidate and a Chemist would be preferred.

Application form and further details available from the Head (sae please): Closing date a fortnight after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (30267) 134822

OXFORDSHIRE

COUNTY COUNCIL
THE MARLBOROUGH SCHOOL
Shipton Road, Woodstock,
Oxford

Required from 1st January 1987, a teacher of Physics. Under present structure this could become a Scale 2 or 3 post for a suitable applicant.

Application forms available from the Headteacher (sae please).

An Equal Opportunity Employer. (34501) 134822

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE

WANSTEAD HIGH SCHOOL
Redbridge Lane West,
Wanstead, London E11 2JZ

Tel: 01-989 2791/6937/9755

Head: Mr D.T. Challen, M.A.

Required for January 1987: 2 suitably qualified teachers of Science: both posts are permanent, but applicants interested in a temporary appointment for 2 terms are welcome to apply.

(a) Teacher of Chemistry in the middle and upper schools, with some junior science. Applicants with an interest in Technology would be particularly welcome.

(b) Teacher of Biology in the middle and upper schools with some Junior Science. There is collaborative teaching in open plan areas and the successful candidate will share 'A' level teaching.

Scale 1 with Outer London Allowance.

Please apply by letter as soon as possible to the Headteacher at the School giving full details of qualifications and experience, if any, and the names, addresses and telephone numbers of 2 professional referees. (34866) 134822

SHROPSHIRE

BRIDGENORTH ENDOWED SCHOOL
Northgate, Bridgnorth,
Shropshire WV16 4ER

Tel: Bridgnorth 2103

11-18 mixed comprehensive school

Required for January 1987. Permanent. Full-time scale 1 teacher of Physics, with some general science, to teach across the age and ability range. The teaching commitment is open to adjustment.

Forms and details from the Head (SAE), Bridgnorth 2103. Closing date 19 November 1986. (34088) 134822

SHROPSHIRE

BLESSED ROBERT JOHNSON COLLEGE
Whitchurch Road,
Wellington, Telford TF1 3DY

Tel: Telford 3261

11-18 Mixed Comprehensive School

Required for January 1987. Temporary. Full time. Scale 1 Teacher of Chemistry to 'O' and 'A' level and some integrated science.

Applications by letters to the Head as soon as possible with names and addresses of 2 referees. (34991) 134822

SHROPSHIRE

THE GRANGE SCHOOL
Worcester Road,
Shrewsbury, Shropshire
SY1 3LP

Tel: Shrewsbury 58403

11-16 mixed comprehensive school

Required for January 1987. Temporary, Full-time Scale 1 Teacher of Biology with some Chemistry.

Temporary for two terms.

Application forms and details from the Head (SAE required). (34861) 134822

SUFFOLK

COUNTY COUNCIL

DEBEN HIGH SCHOOL
Garrison Lane, Felixstowe
IP11 7RF

11-18 mixed comprehensive, roll 817

Required January 1987 TEACHER OF CHEMISTRY Scale I to 'A' level, to join a large lively and innovative department.

Apply to the Head at the school by letter with curriculum vitae and the names and addresses of two referees, enclosing s.a.e. for details. (34977) 134822

SURREY

EDUCATION COMMITTEE
HORSELL HIGH SCHOOL
Morton Road, Horsell,
Woking, Surrey GU21 4TJ
12-16 Mixed Comprehensive.
N.O.R.: 800.

For January or April 1987 a teacher of Integrated Science Scale 1 to teach Science to all ages and abilities and to offer a Science Specialism within balanced Science courses.

Application forms and further details from the Headteacher (stamped addressed envelope please). (34970) 134822

SUTTON

LONDON BOROUGH OF SUTTON
WALLINGTON HIGH SCHOOL FOR GIRLS
Woodcote Road, Wallington,
Surrey SM6 0PH
Tel: 01-647 2380
(selective 11-18, 680 on roll)
BIOLOGY - SCALE 1

For January 1987. This is a full-time or part-time temporary post for two terms. The Biology Department is a lively innovative department and the successful candidate would teach throughout the school including GCSE, 'O' level and 'A' level work. The post would be suitable for someone returning to teaching.

Apply by letter to the Headteacher, as soon as possible, with c.v. and names and addresses of two referees. (34475) 134822

TELFORD

BLESSED ROBERT JOHNSON COLLEGE
Whitchurch Road,
Wellington, Telford TF1 3DY

Tel: Telford 3261

11-18 Mixed Comprehensive School

Required for January 1987. Temporary, Full time. Scale 1 Teacher of Chemistry to 'O' and 'A' level and some integrated science.

Applications by letters to the head as soon as possible with names and addresses of 2 referees. (30300) 134822

WILTSHIRE

BRADON FOREST SCHOOL
Reid's Piece, Purton,
Swindon SN5 9RG

Head Teacher: Mr. I.R. Perkins, B.A., M.A.(Ed.)

11-16 Mixed Comprehensive School - N.O.R. 947 (September, 1986)

Required for January, 1987, possibly sooner, to cover the maternity leave of the present post holder, a Scale 1 Teacher of Biological Science to teach Biology and General Science to examination groups in years four and five, as well as teaching a combined science course in the Lower School. *Candidates should have sufficient experience and confidence to fulfil the examination requirements of the current fifth year.*

A job sharing arrangement, involving the appointment of two part-time staff might be considered.

Letter of application, C.V., and names and addresses of two referees to the Head Teacher as soon as possible please.

'WILTSHIRE IS AN EQUAL OPPORTUNITY EMPLOYER'. (31093) 134822

Speech and Drama

Scale 2 Posts and above

REDBRIDGE

CATERHAM HIGH SCHOOL

Please see main advert under English Post - Scale 2 and above. (34872) 135220

Scale 1 Posts

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
HEXTABLE SCHOOL
Egerton Avenue, Hextable,
Kent

Scale 1 teacher of English and Drama required for January 1987, for the Spring term.

Enthusiasm is a prerequisite for a post where opportunities exist to take curriculum initiatives and administrative responsibilities within an active team. Most teaching is mixed ability in a Faculty which extends beyond English into exciting areas of Cross Curriculum Communication.

Hextable is in a rural area but is close to the M20 A2(M) and the M25.

(London Outer Fringe Allowance payable £284).

Letter of application including cv and names, addresses, and telephone numbers of two people to whom reference can be made, should be sent to the Headmaster.

Closing date: 21st November 1986.

EAST KENT AREA
THE SIR WILLIAM NOTTIDGE SCHOOL
Bellvue Road, Whitstable CT5 1PX

Required for January 1987, Drama/English teacher (Scale 1). Specialist Drama teacher, also to teach English throughout the age range. Drama operates as a separate department and has an excellent reputation in the County.

SAE to Head Teacher at the school for further details. (34171) 135222

Technology

Heads of Department

BROMLEY
COOPERS SCHOOL
Hawkwood Lane, Chislehurst, Kent BR7 5PS
Tel: 01-467 3263
For January 1987 a Head of Technology Department (Scale 3) to work within the Faculty of Creative Arts and to be responsible for courses in Modular Technology to 'O' GCSE and ultimately 'A' levels etc. at this Co-educational Comprehensive School (140 in 6th form).
Application forms and further details available from the Headmaster at the school (large s.a.e. please) to whom completed forms should be returned by 4th December 1986. (34483) 135518

Scale 1 Posts

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
HYRUNN VALLEY HIGH SCHOOL
St. Peter's Avenue, Sowerby, Sowerby Bridge HX6 1DF
Ref EDS/3091
Required from January 1987 for two terms, one of a temporary TEACHER of GENERAL SUBJECTS (Scale 1) to teach mainstream English. Maths etc. at this Co-educational Comprehensive School (140 in 6th form).
Application forms must be obtained from the Headteacher (large s.a.e. please) to whom completed forms should be returned, quoting post reference number by 28th November 1986.
The Council is committed to be an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (34681) 135622

Other than by Subject Classification

Heads of Department

DORSET
THE BUDMOUTH SCHOOL
Clarkenwell Road, Weymouth (11-16 Comprehensive)
Required for September 1987 HEAD OF YEAR - SCALE 3.
Further details and application forms from Acting Headteacher (enclosed s.a.e. please) by November 1986. It is hoped to interview early January. (34439) 135618

LONDON E9
CARDINAL POLE SCHOOL RC (5NF)
Kenworthy Road, Homerton E9 5RB
Tel: 985 5150
Required for April 1987 or earlier if available a Scale 1 teacher for General Subjects including English, History and Geography to pupils in the first and second years in the annexe site in Victoria Park Road.
For further details please contact the school secretary. (34531) 135622

Scale 2 Posts and above

BEXLEY
LONDON BOROUGH
BOROUGH CENTRALLY APPROVED SECONDARY STAFF SCALE 3
Applications are invited from experienced teachers to teach in Secondary Schools on a permanent supply basis. Commencement January or April 1987.
Travel allowance and Outer London Allowance payable.
Forms of application and further details available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent DA1 4EN. (34149) 135620

PERMANENT SUPPLY TEACHERS — SECONDARY

Qualified, secondary trained, teachers with experience, are invited to apply for appointment to the Authority's team of full-time Permanent Supply teachers (Scale 1-3 according to experience + £726 London Allowance). The teachers appointed will be required to cover for absences or vacancies as necessary and will be employed under the same terms and conditions as permanent full-time established teachers.

Outer London Allowance Payable

Applications from disabled persons will be welcomed.

London Borough of Hillingdon

Application forms from and returnable to the Director of Education, Civic Centre, Uxbridge, Middlesex. (04632)

PRINCIPAL
Group 11 (ref: 3060)
NORTH AREA 6th FORM COLLEGE
Buckingham Road, Heaton Chapel, Stockport SK4 4RA.
Required for January 1987 or a.s.a.p. thereafter.
Applications are invited from suitably qualified and experienced persons for the post of Principal of this new Group 11 6th Form College which it is anticipated will open in September 1987. (A decision of the Secretary of State is currently awaited and an appointment will be conditional on that decision.
The College will provide a comprehensive range of courses for the 16-19 age group, building up to about 450 students in total.
Application forms and further details obtainable from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE, (tel: 061-480 4949 ext 3813), quoting reference, by 3rd December 1986. (04485)

STOCKPORT
An Equal Opportunities Employer

Sixth Form and Tertiary Colleges

Deputy Headships
Second Masters/Mistresses

DURHAM
COUNTY COUNCIL
PETERLEE TERTIARY COLLEGE
(GROUP 3)
POST OF VICE-PRINCIPAL
Salary - £18,136
Applications are invited from persons with suitable qualifications for the post of Vice-Principal of Peterlee Tertiary College. The College opened in September, 1984 as a result of a reorganisation of post-16 education in the East Durham Area and has had a successful early development.
This is vital post in the College management structure and the College is seeking someone with energy and enthusiasm and the ability to work with the Principal and actively contribute to the development of the College.
Further details and application forms, returnable by Friday, 28th November 1986 from the Director of Education, County Hall, Durham on receipt of an envelope 12" X 10" stamped to the value of 48p. (34603) 140012

BOLTON
METROPOLITAN BOROUGH
(An Equal Opportunity Employer)
SOUTH BOLTON SIXTH FORM COLLEGE
Lever Edge Lane, Bolton BL3 3NH
Temporary Chemistry Scale 1 required from 1st January 1987 or as soon as possible thereafter to 31st August 1987.
Application forms available from the Director of Education and Arts, P. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW.
Completed applications to be returned to the Head Teacher at the school by 28th November 1986. (34441) 140022

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunities Employer
EDUCATION DEPARTMENT
MATHEMATICS (SCALE 1) OR MATHEMATICS AND COMPUTING (SCALE 2)
TEMPORARY TEACHER
Required for 2 terms from January 1987 at Stand Sixth Form College, Bolton Lane, Whitefield, Manchester M25 7WE. Teaching includes 2 'A' Advanced level sets of Pure Maths with Mechanics and 'O' G.C.E. Maths and possibly 'O' level Computing.
Part-Time applications will be considered.
Applications by letter including full curriculum vitae together with names and addresses of 2 referees to the Principal at the College by Wednesday 3rd December, 1986. (34457) 140022

CAMBRIDGESHIRE
(Equal Opportunity Employer)
HILLS ROAD SIXTH FORM COLLEGE
Cambridge CB2 2PE
Required from September 1987, a Scale 1 qualified Teacher of ECONOMICS to Advanced and Cambridge entrance levels.
Ability to teach Business Studies and contribute to extra curricular activities desirable.
Further details and application form available from The Principal (SAE please) to whom applications should be returned within 14 days. (34609) 140022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH EASTERN AREA
PORTAL HOUSE SCHOOL
St MITH Road, Deal, Kent
Dover
Group 2
Applications are invited for a HEADSHIP for this residential special school for maladjusted children aged 5 to 13 years from Sept. 1987.
Application forms and further particulars are available from the Area Education Officer, 4 Shrapnel Road, Folkestone, Kent CT20 3SN (s.a.e. please).
CLOSING DATE: 5th December 1986. (34153/3600) (04479)

Deputy Headships
Second Masters/Mistresses

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
POLICY FOR EQUAL OPPORTUNITIES
SMITHY'S DEPUTY HEAD ST. ANN'S (5LD) SCHOOL
Bordesley Road, Mordes, Surrey SM4 5DB
Tel: 01-648 9737
Head Teacher: Mrs. J. Barrie, M.A.
Age Range: 3-19 years
No. on roll: 90
An suitably qualified and experienced Deputy Head Teacher is required for this school for pupils with severe learning difficulties.
Closing date: 28th November, 1986.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (34950) 140012

Special Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
APPOINTMENT OF HEAD TEACHER
WEATHERFIELD SCHOOL
SCHOOL CHILDREN WITH MODERATE LEARNING DIFFICULTIES
Hopwood Hill Road, Dunstable LU6 1AF
Required for April 1987.
Group 7(a).
Estimated number on roll, April 1987: 120 children with moderate learning difficulties.
Applications are invited and further details from the Director of Education, County Hall, Bedford MK42 9AP, on receipt of a stamped addressed envelope.
Closing Date: 28th November 1986.
An Equal Opportunities Employer. (34837) 140010

BERKSHIRE
TEACHING & SUPPORT SERVICE (WEST BERKSHIRE)
REVERY TEACHERS CENTRE
Fir Tree Lane, Newbury
Required April 1987 Headteacher (Group 6a) to lead the team of peripatetic teachers providing support for pupils with special needs in pre-school and mainstream settings. Applicants will be expected to have held a post of senior responsibility in either mainstream or special education.
Application forms and further details from The Director of Education (ES/89), Shire Hall, Shinfield Park, Reading RG2 9XE. SAE please. Closing date: 28th November.
An Equal Opportunity Employer. (308741) 160010

DORSET
HEAD OF SPECIAL EDUCATION NEED SUPPORT SERVICE
Please see main advertisement under Heads of Department. (34443) 160010

ESSEX
ST. JOHN'S R.C. SPECIAL SCHOOL
Turpins Lane, Woodford Bridge, Essex IG8 8AX
Tel: 01-504 1818
Required Easter 1987 full-time multidisciplinary enthusiastic teacher as Head of Leavers Department for children with moderate learning difficulties.
Burnham Scale 3 (3) plus Outer London Allowance.
Also required Easter 1987 or earlier qualified, caring, enthusiastic class teacher Scale 1 (3) or 2 (3) (depending on suitability).
Application forms and details from Sister Anne, O.P.M. Kennedy, Headmistress.
Visits welcome.
Closing date 14 days from publication of advertisement. (34436) 160018

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
THE CAMBRIDGE ADOLESCENT PSYCHIATRIC UNIT
PETERBOROUGH DISTRICT HOSPITAL
REQUIRED FOR APRIL 1987:-
Applications are invited from experienced teachers for a Scale 2 post in this School attached within the Adolescent Psychiatric Department, Peterborough District Hospital.
Possible housing assistance.
Further details and an application form from the Senior Administrative Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1UJ (s.a.e.) to be returned by 28th November. (34447) 160020

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
SUTTON SCHOOL
Scotts Green Close, Russells Hall Estate, Dudley, West Mids. DY1
(5-16 - Moderate Learning Difficulties)
For January, 1987
TEACHER OF MUSIC able to contribute to the school life in mid-school and vital music provision developed throughout school. Scale 2 available for suitably experienced/qualified candidate.
Details/Application forms and envelope suitable for return to Headteacher, Mr. R. Martin (Dudley 54766) by 27th November. (34569) 160020

DURHAM
COUNTY COUNCIL
LEROMAN UNIT - TEACHER (SALARY SCALE 3)
Applications are invited from suitably qualified and experienced teachers for the post of Deputy to the Teacher-in-Charge at the above Unit which forms part of the Authority's provision for pupils in mainstream secondary schools who present management and behaviour difficulties.
Stamped addressed envelope for application form and further details from the Director of Education, County Hall, Durham to be returned by 28th November, 1986. (34690) 160020

CHESHIRE
EDUCATION COMMITTEE
GRAPPENHALL HALL SCHOOL
Church Lane, Grappenhall, Warrington, Cheshire WA4 3EU
Tel: Warrington 63895
Group 7(S) Boarding and Day School for Boys with learning difficulty
Required for January 1987 (or as soon as possible thereafter):
TEACHER - SCALE 2(S) to assume responsibility for a Unit within the school for the education of children with learning difficulties/maladaptive behaviour. The Unit is an integral part of the school and the boys are encouraged to participate in the academic, aesthetic, sporting and social activities.
The vacancy is due to the promotion of the Teacher-in-Charge to a deputy headship. The appointed person will have the opportunity to develop existing good practice within the Unit and to be fully involved in the routine of this large boarding and day school for boys with learning difficulty.
The appointed person will be expected to undertake an average of 15 hours per week extraneous duty in term time and be prepared to undertake 'sleeping-in' duties if required (additional allowances payable). Short-listed applicants will be invited to visit the school.
Application forms available from and returnable to: The District Education Officer, Priestley House, Sankey Street, Warrington, Cheshire WA1 1PH. The closing date is 28th November 1986. (34921) 160020

HEADSHIP
ELMBROOK SCHOOL Group 5(S)
Church Road, Basildon.
(Salary £15,327 - £16,782 p.a. + LFA £282 p.a.)
Required April, 1987, Headteacher for this Special School, catering for pupils aged 3-19 with severe learning difficulties (current roll 93).
Relocation allowances payable in appropriate cases.
Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.
Closing date: 5th December, 1986. (04879)
ESSEX County Council

FARNEY CLOSE SCHOOL
Bolney, Nr. Haywards Heath, West Sussex
(an independent School with a Christian Foundation)
HEADTEACHER
required by September 1987 for this 55 Mixed boarding school for 70/75 children with emotional and behavioural difficulties (Maladjusted).
For further details Apply to: The Secretary, Mr. A.L. Gould, 155 Wentworth Road, London NW11 0RJ (00000)

CORNWALL EDUCATION COMMITTEE
There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.
Curnow Special School, Drump Road, Redruth, Cornwall, TR15 1LU.
Scale 2 + S.S.A.
Required for the Summer Term 1987 a qualified assistant teacher to be responsible with one other teacher for the education of severely mentally and physically handicapped children in the hospital unit of the school. Ability to work with multi-disciplinary team and special school experience is essential.
Application forms and further details from the District Clerk, District Education Office, Pendarves Road, Camborne, on receipt of SAE. (04830)
CORNWALL COUNTY COUNCIL

Scale 2 Posts and above

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
ASSESSMENT AND LEARNING SUPPORT SERVICE (ALSS)
Ref: EDH/1246
Required from January 1987 temporary for two terms only.
RESOURCE TEACHER (Scale 2) to work within the ALSS supporting pupils with special educational needs within mainstream primary schools.
Application forms and further details obtainable (on receipt of a foolscap s.a.e.) from the Chief Education Officer, Northgate House, Northgate, Halifax HX1 1UN, to whom completed forms should be returned quoting post reference number by Friday, 28th November 1986.
The Council is committed to be an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (34684) 160020

ESSEX
THE WOODLANDS SCHOOL
Hatching Hill Lane, Chelmsford CM1 4NX
Tel: Chelmsford 353854
(Roll 132)
ASSISTANT TEACHER, Scale 3
Required Easter, 1987, experienced enthusiastic teacher for 14-19 year olds. Applicants should have qualification in Special Education and particular interest and experience in curriculum planning and development. Closing date: 28th November, 1986.
Application forms and further details available from the school (foolscap s.a.e. please). (34525) 160020

HERTFORDSHIRE
QUEENSWOOD SCHOOL
Aldenham Road, Bushey, Herts.
Required April, a versatile energetic sympathetic teacher/organiser to be in charge of a support base attached to the large all ability school for a small group of children with special needs in the area who are likely to experience learning difficulties when faced with transfer from primary to secondary school. Close liaison with the educational psychologist and departments in the school essential.
Scale 2/3 + London fringe allowance £589.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees, by 28th November 1986. Informal enquiries welcomed. (34396) 160020

HERTFORDSHIRE
SPRINGFIELD SCHOOL
Leavesden Hospital, Abbots Langley, Nr. Watford, Herts. WD5 0NU
Scale 3 teacher wanted from Easter 1987. The school has an increasing bias towards post 19 education. Pupils represent a wide spectrum of intellectual ability ranging from the profoundly handicapped to the normally intelligent and many are characterised by additional behavioural problems.
Advanced qualifications would be advantageous and applicants can write for further details to the Headteacher, Mrs R. Woods enclosing an s.a.e. or by telephoning Garston (0923) 674090, Ext. 168.
Visits to the school would be welcome by prior arrangement. Closing date 12th December. (34454) 160020

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
SETTON PASTURES SCHOOL
Dalton Holme, Beverley HU17 7PS
Scale 1 + S.S.A./Scale 2(S)
Required for January, 1987.
Please refer to: Special Education, No subject Heading. (34463) 160020

ISLE OF WIGHT
TEACHER OF THE VISUALLY HANDICAPPED (Scale 3)
Required from January 1987, or as soon as possible thereafter, Teacher of the Visually Handicapped to take charge of the Service on the Island. Applicants should hold a recognised qualification for teaching the blind and have had experience of teaching blind and partially sighted children.
Application forms and further details available from the County Education Officer, County Hall, Newport, I.W. PO30 1UD to whom completed forms should be returned by 28 November, 1986. (34445) 160020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATIONAL SERVICES
TOTAL COMMUNICATION CHILDREN
Vacancy exists for an Assistant Teacher of the Deaf, Scale 2 Point 99A, in the Hearing Impaired Unit at Hampton County Primary School, Ilfracombe.
Applications are invited from qualified and experienced teachers of the deaf, to work with hearing impaired children of junior age, who integrate for most of the curriculum. Experience of Oral Methods would also be an advantage.
Application forms and further details from: Brian Oatley, County Education Officer, Ref: CSC/P43, Education Department, Springfield, Maidstone, Kent ME14 2LJ. Tel: 57141, Ext: 2509, quoting CSC/P43, to whom completed application forms should be returned by 28th November.

NORTH KENT AREA
GILLINGHAM, DANECOURT SCHOOL
Watling Street, Gillingham ME10 5AA
Required Easter 1987 an Assistant Teacher Scale 2+SSA Infant/Junior for this school catering for children with moderate learning difficulties - class teacher 16 8-9 year olds - music an advantage.
Applications, naming two referees and c.v. to the Headteacher.

GILLINGHAM, DANECOURT SCHOOL
Watling Street, Gillingham ME10 5AA
Required for Easter 1987, Assistant Teacher, Scale 2 (a) Senior experience essential for this school catering for pupils with moderate learning difficulties. Main area of interest Maths and Science.
Letters of application with c.v. and names/addresses of two referees to the Headteacher.

EAST KENT AREA
THE FORELAND SCHOOL
Lanthorne Road, Broadstairs, Kent CT10 3BX
An experienced primary school teacher is required to work within a developing department for young children with learning and behaviour difficulties. The work will be particularly interesting to anyone wanting to work systematically and positively with parents and other schools in order to support children with special needs.
A scale 2/3 post could be offered to a suitable candidate, preferably from January, 1987 but more probably from Easter 1987.
Further details available from the Headmaster, Tel: (Thanet 63891). (34134) 160020

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEES
MERTON TO AN EQUAL OPPORTUNITIES EMPLOYER
WILLIAM WILBERFORCE SCHOOL
Camp Road, London SW19
Tel: 01-947 5969
Head Teacher: Mr. G. Graves
Age Range: 5-16 years
No. on roll: 90
SCALE 2(S) TEACHER
For Senior Class with responsibility for leavers programme. A qualification to teach C.D.T. would be advantageous and/or an interest in J.V.A.
Closing date: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (34860) 160020

NORTH YORKSHIRE
RE-ADVERTISEMENT - Previous applicants need not reapply
TEACHERS
CALTHER SCHOOL
York
Required for Easter 1987. Suitably qualified and experienced, to take charge of large leavers/pre-leavers department of 16-19 year old pupils with severe learning difficulties.
To co-ordinate and develop the work of 3 teachers and non-teaching assistant. An additional qualification in Special Education advantageous.
Salary, Burnham Scale 2/3.
Application forms and further details, (s.a.e.), returnable 28.11.86, from and returnable County Education Officer, Room 508, County Hall, Northallerton DL7 8AE. (34511) 160020

OXFORDSHIRE
COUNTY COUNCIL
Required for April 1987 a teacher to join a team of 5 Special Needs Advisory Support Teachers working in primary school with children and their parents in the Bicester Area. Salary: Burnham Scale 3+.
Application forms and further details available from the Chief Education Officer (Ref RH), Macclesfield House, New Road, Oxford OX1 1NA. (Please to be returned within 3 weeks of this advertisement.
An Equal Opportunity Employer. (34503) 160020

OXFORDSHIRE
COUNTY COUNCIL
BANBURY TUTORIAL UNIT
Required for Easter 1987 (or January 1987 if possible) a Teacher-in-Charge of the Banbury Tutorial Unit, which is a resource for child children aged 3-16 with social and emotional difficulties. Salary Scale Burnham 3.
Application forms and further details available from the Chief Education Officer (Ref. RH), Macclesfield House, New Road, Oxford OX1 1NA (please to be returned within a fortnight of this advertisement.
An Equal Opportunity Employer. (34504) 160020

SUFFOLK
COUNTY COUNCIL
ST. PETER AND PAUL CHURCH OF ENGLAND AIDED PRIMARY SCHOOL
Church Street, Eye IP23 7BD
5-11, 156 Pupils
Required from the Spring or Summer term 1987, a suitably qualified and experienced teacher with a bias in the Area Special Unit (5-8 years) for Special Class Allowances.
The Unit (which takes children from the ages of 4½ to 11 years), comprises of two classes, and although the successful teacher will have overall responsibility for the Special Unit, he/she will also take charge of one of the classes.
Applicants must be sympathetic to the needs of a Church of England Aided School.
Applications and further details available from the Headteacher at the school concerned (s.a.e. please) to whom they should be returned. (34978) 160020

WARWICKSHIRE
'THE BRIDGE' PROJECT
Rugby
Required for January 1987 for two terms, a temporary teacher to work in a small multi-disciplinary team which helps adolescents in crisis, including some excluded from their schools. Qualities required: flexibility and resourcefulness, and the ability to work with other agencies. Driving essential. Scale 2 available for suitable applicant.
Application form and details available from the Assistant Director of Education, Hillmorton Road, Rugby CV22 5TU. Tel: Rugby 73861. Further information from Bob Bardwell, Project Leader. Tel: Rugby 62045. Closing date 28th November.
Warwickshire is an equal opportunities employer. (34454) 160020

WEST SUSSEX
TEACHER - SCALE 2
ST. WILFRID'S C.E.P. (AIDED) SCHOOL
Haywards Heath
Required April 1987 a Scale 2 teacher for this Group 6 school, responsible for the co-ordination of a Language Development Unit within the Junior classes. The successful applicant will be expected to liaise with and support especially in developing the overall development of the school and other special needs.
Apply Headteacher, St. Wilfrid's C.E.P. (Aided) School, Eastern Road, Haywards Heath, West Sussex RH16 3NL, s.a.e. please. (34390) 160020

Scale 1 Posts

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
THE HEYWOOD SPECIAL SCHOOL
Northowram, Halifax HX3 7DA
Ref: EDH/1247
Required from January 1987, a temporary TEACHER (Scale 1 + SSA) for one term only, to work with a small group of reception class pupils. Infant experience essential.
Application forms must be obtained from the Headteacher (large s.a.e. please) to whom completed forms should be returned, quoting post reference number by Thursday 27th November 1986.
The Council is committed to be an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (34683) 160022

AVON COUNTY
KINGSWOOD SCHOOL'S SPECIAL (SECURE) UNIT
Counterpool Road, Kingswood, Bristol BS15 2DJ
Please see under Community Homes and Assorted Institutes. (34633) 160022

CUMBRIA
GREYSTONE HOUSE
Great Strickland, Penrith
REF: EDS/3090
Teacher required for April, 1987, or before if possible, in this small residential home for emotionally disturbed boys of secondary age. Salary - Burnham Scale 1. Driving licence necessary. Experience in residential work an advantage, but not essential. Ability to offer Maths, Geography or Art would be useful.
Apply in writing to the headmaster with the names and addresses of two referees. Closing date for applications 21.11.86. (30731) 160022

EAST SUSSEX
Vacancy suitable for middle school teacher to take charge of classroom teaching in small, independent children's home with educational facilities on site. Must be able to teach remedial subjects and at least one other subject, skill or craft. Driver preferred.
Apply in writing with C.V. to: Principal, Downs Manor, Southdown Road, Seaford, East Sussex. (354453) 160022

GWYNEDD
HENGWRIT HALL SCHOOL
FULL TIME TEACHER
Required for January 1987 for this small residential special school. Experience of working with severely handicapped (ESN(S)) children who also exhibit behavioural problems is preferred.
Write, giving curriculum vitae to: Mr. A.D. Britton, Principal, Hengwrt Hall School, Rhydymain, Nr. Dolgellau, Gwynedd, LL40 2AA. Tel: (03417) 41 641. (34438) 160022

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
HULL DIVISION
BERRIDGE HIGH SCHOOL
Priory Road, Hull
Head: R.E. Gates
a) Required from January, or as soon as possible, a class teacher (Scale + SSA) for pupils aged 11-16 with moderate learning difficulties and other special needs. Ability to create a stimulating environment, supportive approach is essential. Interest in Art, Ceramics, Dance/Drama an advantage.
b) Required for Easter, a suitable teacher to work with children of secondary school age. Scale 1 + SSA.
Applications are also invited from non-qualified teachers of the hearing impaired who are keen to work with the hearing impaired and obtain the mandatory qualification through an in-service course - within 3 years of taking up the appointment.
Application forms and further details can be obtained from The Director of Education, for the attention of Mrs. A. Moodley, Head of Service, Hearing Impaired/Audiology, County Offices, Newland, Lincoln LN1 1YQ, on receipt of a S.A.E. Closing date for application: 28th November, 1986. (T198). (34654) 160022

LINCOLNSHIRE
TEACHER
SERVICE FOR THE HEARING IMPAIRED/AUDIOLOGY
HEARING IMPAIRED UNIT
CHERRY WILLINGHAM COMPREHENSIVE SCHOOL
Lincoln
Required for January 1987, or as soon as possible thereafter, a qualified teacher of the hearing impaired to work with children of secondary school age. Scale 1 + SSA.
Applications are also invited from non-qualified teachers of the hearing impaired who are keen to work with the hearing impaired and obtain the mandatory qualification through an in-service course - within 3 years of taking up the appointment.
Application forms and further details can be obtained from The Director of Education, for the attention of Mrs. A. Moodley, Head of Service, for the Hearing Impaired/Audiology, County Offices, Newland, Lincoln LN1 1YQ, on receipt of a S.A.E. Closing date for application: 28th November, 1986. (T198). (34654) 160022

OAKLANDS COLLEGE
St. Albans
Applications are invited for the position of:—
LECTURER GRADE 1A
Candidates should have experience in special education to teach Domestic, Basic Education and Life & Social Skills to non-residential students of 16-19 years with learning difficulties on the Landmark course at this College.
College residential accommodation may be available. Salary £6843 - £11865 plus £282 fringe area allowance.
Please write for particulars and application form from The Bursar, Hertfordshire College of Agriculture and Horticulture, Oaklands, St. Albans, Herts. AL4 0JA.
Telephone: (0727) 50651
(Completed applications are required within two weeks of appearance of this advertisement) (04488)

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
LUTON SIXTH FORM COLLEGE
Bredgers Hill Road, Luton, Beds.
Tel: 412005
Required for January 1987, a teacher of Mathematics to C.S.E. and 'O' level. Scale 1. Part-time up to 0.6 can be negotiated.
Application forms available from and returnable to the Principal.
An Equal Opportunities Employer. (34892) 140022

BEDFORDSHIRE
EDUCATION SERVICE
LUTON SIXTH FORM COLLEGE
Bredgers Hill Road, Luton, Beds.
Tel: 412005
Required for January 1987, a teacher of Economics and/or Business Studies. Scale 1. Full and part-time applications are encouraged.
Application forms available from and returnable to the Principal, S.A.E. please.
An Equal Opportunities Employer. (34813) 140022

BEDFORDSHIRE
EDUCATION SERVICES
LUTON SIXTH FORM COLLEGE
Bredgers Hill Road, Luton, Beds.
Tel: 412005
Required for January 1987, a teacher of Secretarial subjects. Scale 1. Full-time and part-time applications are encouraged.
Application forms available from and returnable to the Principal, S.A.E. please.
An Equal Opportunities Employer. (34815) 140022

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
PENDLETON COLLEGE
Dronfield Road, Salford M6 5WA
Tel: 061-736 5074
700 students aged 16-19
Principal: W. Williams, M.A., C.C.E., F.R.S.A.
Required in January 1987 or as soon as possible thereafter TUTOR IN ECONOMICS (Scale 3) to teach the subject to Advanced and Ordinary (GCSE) level. Candidates should state which of the following they can offer as an additional subject: Business Studies, Politics, Law, Accounts.
Further details and forms of application may be obtained from The Principal to whom completed applications should be returned by 28th November, 1986. (34801) 140022

SOMERSET
COUNTY COUNCIL
YEOVIL COLLEGE
Yeovil
LECTURER IN BUSINESS STUDIES
(For further details please see Heads of Department)

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunities Employer)
RICHMOND UPON THAMES COLLEGE (TERTIARY)
LECTURER I - SPECIAL EDUCATIONAL NEEDS (Two Term Appointment)
LECTURER I - ENGLISH AND COMMUNICATION (Two Term Appointment)
Refer to FURTHER EDUCATION for details. (34580) 140022

BOLTON
METROPOLITAN BOROUGH
(An Equal Opportunity Employer)
SOUTH BOLTON SIXTH FORM COLLEGE
Lever Edge Lane, Bolton BL3 3NH
Temporary Chemistry Scale 1 required from 1st January 1987 or as soon as possible thereafter to 31st August 1987.
Application forms available from the Director of Education and Arts, P. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW.
Completed applications to be returned to the Head Teacher at the school by 28th November 1986. (34441) 140022

NORTH YORKSHIRE
SELBY COLLEGE
LECTURER 1 (2 POSTS)
Available from 1.1.87 at this Tertiary college in its 3rd Year of operation.
1 POST - SECRETARIAL STUDIES:
To teach typing, shorthand and office administration across a wide range of specialist and general skills courses. Business experience and a teaching qualification desirable.
1 POST - SOCIOLOGY & GENERAL EDUCATION
To teach 'A' level Sociology and Social & General Studies to students on a wide range of vocational courses. Qualified and experienced teachers preferred.
Further details and application forms, returnable 28.11.86, from The Principal, Selby College, Abbot's Road, Selby, North Yorks. YO8 8AT. (34872) 140022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunities Employer)
RICHMOND UPON THAMES COLLEGE (TERTIARY)
LECTURES I - SPECIAL EDUCATIONAL NEEDS (Two Term Appointment)
LECTURER I - ENGLISH AND COMMUNICATION (Two Term Appointment)
Refer to FURTHER EDUCATION for details. (34580) 140022

PRINCIPAL
STOCKPORT
OAKLANDS COLLEGE
LECTURER

SPECIAL EDUCATION
continued

HUMBERSIDE

EDUCATION DEPARTMENT
EASTRINGTON DIVISION
ETTON PASTURE SCHOOL
Dalton Holme, Beverley HU17 7PR
Scale 1 + S.S.A. Scale 2(b)
Required for January, 1987, or as soon as possible thereafter, a teacher to work with children with moderate learning difficulties. A Scale 2 (b) post could be available to an experienced teacher.
Initially the person appointed would be working as a member of a team in the Upper School, 14-16 year olds.
Application forms and further details are available from the Headteacher of the school (s.a.e. please) to whom completed forms should be returned by 24th November, 1986. (34462) 160022

LANCASHIRE

BEECH TREE SCHOOL (NORTH)
Meadow Lane, Sumber Bridge, Nr. Preston, Lancs. PR3 8LN

ASSISTANT TEACHER. Scale 1

£6,423 - £9,804 Plus £855 SSA

At this school for 14 multi-handicapped children with challenging behaviour. Candidates should have special education qualifications or relevant experience. Applications from recently qualifind special education teachers will be considered.

For application form and further details send addressed envelope (A4 size) to Miss Nina Story, Head Teacher at the above address. Closing date: 31.11.86. (34536) 160022

LINCOLNSHIRE

ASSISTANT TEACHER

ST BERNARD'S SCHOOL
Wood Lane, Louth LN11 8RS

(Group 48 - Roll 55)

Assistant Teacher (Scale 1 + SSA) required as soon as possible for this school for children with severe learning difficulties, to take a class of children from 12-14 years of age.

SAE to Head for form and details. Closing date 28 Novemb 1986. (T197). (34653) 160022

MERTON

LONDON BORROUGH OF MERTON
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
ST. ANN'S (SLIM) SCHOOL
Borderley Road, Morden, Surrey SM4 3LT
Tel: 01-648 9737
Head Teacher: Mrs. J. Berrin, M.A.
Age Range: 2-19 years
No. on roll: 80
A suitably qualified and experienced Teacher is required to work in a team teaching situation, in a special unit of this Group Slim School for pupils with severe learning difficulties, with particular responsibility for a small group of active profoundly handicapped children.
Closing date: 28th November, 1986.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (34545) 160022

NORTH YORKSHIRE

Re-advertisement - Previous applicants need not re-apply

TEACHERS

SPRINGWATER SCHOOL
Harrogate

Suitably qualified and experienced, at this day school for pupils with severe learning difficulties.

THE WHITE HORSE SCHOOL,
Clayegnny Hospital, Easingwold

To work with groups of multiply and profoundly handicapped children

The above two posts are required for January 1987 or S.a.p. and Salary Burnham Scale 1 (+SSA).

Application forms and further details, (s.a.e.), returnable 28th November 1986, from and returnable County Education Officer, Room 308, County Hall, Northallerton DL7 8AE. (34510) 160022

OXFORDSHIRE

COUNTY COUNCIL
QUEENSWAY AREA COMMUNICATION RESOURCE
QUEENSWAY PRIMARY SCHOOL
Queensway, Banbury, Oxon OX16 9NF
Temporary part-time (0.5) teacher of the deaf required as soon as possible until July 1987 to work with children of primary age in the centre and in neighbouring schools where children are integrated.
Application forms available from the Headteacher. (SAE Please) to be returned as soon as possible.
An Equal Opportunity Employer. (30400) 160022

PERTHSHIRE

RANNOCH SCHOOL
Please see advertisement in Independent Section under 'English'. (30958) 160022

SOMERSET
COUNTY COUNCIL

FROME COLLEGE
Frome

(13-18 mixed comprehensive school and further education college to be developed as a community college. NOR 1450)

For January 1987, or as soon as possible thereafter, LECTURER IN MORAL SOCIAL NEEDS DEPARTMENT, GRADE 1/2. The person appointed will work with the mixed ability leavers with severe to moderate difficulties. Experience of work with students with special needs essential. An interest in the applications of computer technology to this field desirable.

Letters of application to the Principal, enclosing envelope with post title and enclosing sae for job description.

AN EQUAL OPPORTUNITIES EMPLOYER. (34460) 160022

SURREY

COUNTY COUNCIL
WEY HOUSE SCHOOL
Bramley, Guildford GU5 0BJ
Residential Special School for pupils with Emotional and Behavioural Difficulties
Temporary one term appointment, Scale 1 (+SSA) for the Spring Term 1987, pending the appointment of a permanent teacher. To teach Art and Craft to examination level, plus History and/or Geography. Ability to offer swimming, trampolining, computer studies or Music would be an advantage. Additional Duties and Sleeping-in Duties.
Application form and further information from the Headteacher (SAE please). Closing Date: 28 November, 1986. (34526) 160022

SUTTON

LONDON BOROUGH OF SUTTON
WANDLE VALLEY SCHOOL
Welbeck Road, Carshalton, Surrey SM5 1LP
Tel: 01-648 1365
Headteacher Mr G. Hiscox, B.A., D.M.S.
This new day school, for pupils with emotional, social and behavioural problems, opened in September 1986. Facilities for up to 80 pupils aged 7-16 have been provided.
PRIMARY CLASS TEACHERS - SCALE 1 + SSA
Applications are invited from suitably experienced and qualified primary teachers for the above post, to commence 1st January 1987 or as soon as possible. Experience of teaching emotionally and behaviourally disturbed pupils, either in mainstream or special schools and a good understanding of the importance of structured learning is desirable.
SECONDARY TEACHERS - SCALE 1 + SSA
Part-time vacancies exist in the following curriculum areas from 1st January 1987 or as soon as possible and applications from suitably experienced and qualified teachers offering any of these subjects are now invited.
i) Home Economics
ii) Art and Design including Pottery
iii) Craft Design and Technology
iv) Remedial Reading
v) Girls P.E. and Games
Applications for full-time appointments from candidates offering a combination of subjects welcomed.
Excellent specialist facilities have been provided in the school and full technicians and clerical support is available.
Short listed candidates will be expected to visit the school prior to interview and all applicants are welcome to telephone the Headteacher.
Application form available from the DIRECTOR OF EDUCATION, The Grove, Carshalton, Surrey SM5 3AL with s.a.e. (34568) 160022

WARWICKSHIRE

RIVER HOUSE SPECIAL SCHOOL
Stratford Road, Hockley-in-Arden, Solihull, West Midlands B95 5AD

Non-resident teacher required with effect from 1st January 1987 at this small residential school for emotionally disturbed boys aged 9 to 16 years.

Salary Burnham Scale 1 plus special schools allowance.

Application form and further details available from the Head, Mr R. Butt.

Warwickshire is an equal opportunities employer. (34455) 160022

WILTSHIRE

COTSWOLD COMMUNITY (Wiltshire Social Services)
EDUCATIONAL THERAPIST (Salary £10,000 - £13,000 p.a.)
This is a well established therapeutic community providing long-term care, treatment and education for 40 severely emotionally disturbed boys, in the age range 10-18. We need a qualified teacher to join our education team.
The education area practices child-centred learning. The task is to overcome the emotional blocks to learning, working from the inner world of the child. Applicants need to demonstrate a willingness to become involved in the lives of young people in a meaningful way. An ability to help boys develop a wide range of skills and interests is important, the focus being on meaning and attitudes rather than behaviour.
Staff live on the campus. There is a wide range of accommodation. Consultants of the highest calibre provide excellent staff support.
Please write, describing yourself, to John Whitwell, Principal, Cotswold Community, Ashton Keynes, Wilts. SN6 6QU. A full description of our work will be provided. (34444) 160022

APPOINTMENTS IN SCOTLAND

Tayside Regional Council

Primary
*** HEAD TEACHER**
ST. COLUMBIA'S R.C. PRIMARY SCHOOL, DUNDEE
(R.A. £1,623) (Roll – 197)

Secondary
DEPUTE RECTOR
MORGAN ACADEMY, DUNDEE
(R.A. £6,682)

*** PRINCIPAL TEACHER OF MUSIC**
LAWSIDE RC ACADEMY, DUNDEE
(R.A. £2,382)

ASSISTANT PRINCIPAL TEACHER OF MATHEMATICS
LINLATHEN HIGH SCHOOL, DUNDEE
(R.A. £1,371)

ASSISTANT PRINCIPAL TEACHER OF MUSIC
PITLOCHRY HIGH SCHOOL
(R.A. £717)
(RE-ADVERTISEMENT)

TEACHER POST
INSTRUMENTAL TEACHER/INSTRUCTOR OF WOODWIND
PRIMARY AND SECONDARY SCHOOLS IN DUNDEE

* Applicants for these posts must satisfy the Roman Catholic Church Authorities as to their Religious belief and character.

Application forms for the above posts may be obtained from the Director of Education, (Staffing Section), Floor 8, Tayside House, 28 Crichton Street, Dundee DD1 3RJ to whom they should be returned not later than Monday 1 December, 1986

TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER (04856)

ST. ANDREW'S COLLEGE OF EDUCATION
Bearsden, Glasgow G61 4QA

LECTURER IN COMPUTING/ INFORMATION TECHNOLOGY

Applications are invited for the post of lecturer in computing/information technology in the Learning Resources Department. Candidates should be able to demonstate an interest and experience of innovative applications of information technology to education or training (e.g. interactive video, videotex, microviewdata, educational databases, control technology). A teaching qualification is necessary and an interest in primary education a distinct advantage. The appointee will be a member of a strong research and staff development team in the national Catholic College.

Application forms from the Personnel Department (Tel. 041 943 1424) to be returned by Friday 5th December, 1986. (04894)

Strathclyde

AYR SUB-REGION
SOCIAL WORK DEPARTMENT

DEPUTE HEAD

Kerelaw School, Stevenston.
Salary Scale – £16,395 – £20,691 including allowances.

Kerelaw School provides care, education and treatment in both open and secure settings for adolescents who present a variety of behavioural problems.

This is a demanding and challenging post and offers the opportunity to become part of a management team committed to the development of a wide ranging flexible residential facility appropriate to the needs of the children.

Applicants must hold professional teaching qualification.

Application forms may be obtained from the Assistant Director of Personnel & Management Services, Regional Offices, Ayr to whom completed forms quoting Ref. AY 115 should be returned by 1st December 1986. (04893)

Strathclyde Regional Council

Borders College of Further Education

LECTURER 'A' – MANAGEMENT STUDIES

£9,840 – £14,463

Applications are invited for the above post based in Hawick from those qualified to degree level to teach general Management subjects and one or more of the following Management specialisms:–

Personnel/Industrial Relations
Marketing
Organisation Studies
Quantitative Methods

The successful applicant will be expected to teach on courses up to Higher National Certificate level including HM and to assist with the development and teaching of short courses.

Candidates must have relevant management experience and preferably should have taught management subjects though not necessarily in a formal educational setting.

This is a growth area in the College and the post affords opportunities for career advancement for those with enthusiasm and initiative.

This is a re-advertisement and previous applicants need not re-apply.

SECONDARY EDUCATION
TEACHING POST
TECHNICAL EDUCATION
EARLSTON HIGH SCHOOL Roll 598

Closing date 28 November 1986

Application forms may be obtained from the Personnel Department, Regional Headquarters, Newtown St Boswells TD6 0SA. Completed forms should be returned to the Director of Education at Regional Headquarters. (04895)

REGIONAL COUNCIL Borders

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified registered teachers for the undernoted post:

PRINCIPAL TEACHER OF MODERN LANGUAGES (FRENCH/SPANISH)
MAXWELLTOWN HIGH SCHOOL, DUMFRIES

Maxwelltown High School is a six year school with a roll of 1000+. Applicants from outside Scotland will require to be Registered with the General Teaching Council for Scotland, 5 Royal Terrace, Edinburgh.
Responsibility Element of Salary: £2742
Closing Date: 26 November 1986
Applications forms, together with further information, may be obtained from the Director of Education, Education Offices, 30 Edinburgh Road, Dumfries, Tel. (0387) 63822 to whom completed forms should be returned by the date stated. (04892)

DUMFRIES & GALLOWAY
Dumfries & Galloway Regional Council, Council Offices, Dumfries DG1 2DD. Telephone: (0387) 53141

SCOTTISH VOCATIONAL EDUCATION COUNCIL
SCOTVEC

POST OF ADMINISTRATIVE OFFICER
(Publicity/PR Information)

Salary: £9834 - £10,923 pa
Due to the promotion of the present incumbent

The Scottish Vocational Education Council, (SCOTVEC) wishes to appoint an Administrative Officer to assist in the promotion of the Council and in publicising its activities and services.

The post includes a wide range of duties, including

design and preparation for printing, of a wide variety of Council publications

organising SCOTVEC's participation in exhibitions, careers meetings and other functions

refining an existing computerised database to support Publicity/PR activities

The successful applicant must be adaptable, innovative and enthusiastic and should possess appropriate academic and/or professional qualifications. Ability in creative writing and organisational skills are essential.

Further information and application forms, which should be returned by Monday 24 November 1986, may be obtained from: Miss J Sandison, Personnel Officer, SCOTVEC, 28 Queen Street, Glasgow G1 3DY. Tel: 041 248 7900. (04893)

Independent Schools
By Subject Classification

Art and Design

Other Assistants

BRISTOL
COLSTONS SCHOOL
See our main display advertisement under Independent Schools. (34669) 181424

Careers

Other Assistants

NORTHAMPTON
NORTHAMPTON HIGH SCHOOL FOR GIRLS
Derngate, Northampton NN1 1UN
Tel: 0604 38095
(Independent, GSA: 500 in Main School Inc. 100 in Sixth Form)
Required for September 1987 owing to retirement an experienced teacher to organise and lead the school's careers guidance programme. Most girls go on to higher education. An ability to work closely with others inside and outside the school is essential. Salary Scale 2.
Please indicate teaching subject offered.
Further details available on request.
Please apply by letter to the Headmistress enclosing curriculum vitae and names and addresses of two referees. (34374) 181424

Classics

Heads of Department

SURREY
WALLOP SCHOOL
Weybridge, Surrey KT13 9YD
(A.P.S. 160 Day Boys)
Required for January, 1987 a teacher to take Latin and Greek to C.E. and P.S.A.E. standard, to take responsibility for the Dept. and to take some Middle School subjects and games. Computing an advantage. Scale II plus benefits for the right applicant. The post is non-resident.
Apply to the Headmaster with C.V., names, addresses and Tel: numbers of two referees. (34383) 181618

Other Assistants

LONDON SW19
WIMBLEDON HIGH SCHOOL
G.P.D.S.T.
Required in January 1987 full time assistant in the Classics Department to teach G.C.S.E. and 'A' level in both Latin and Greek - London Weighting Burnham Scale.
Apply in writing, enclosing the names and addresses of two referees to the Headmistress, Wimbledon High School GPDST., Mansel Road, Wimbledon, London SW19 4AB. (30792) 181624

CUMBRIA
ST. BEES SCHOOL
(H.M.C.; Co-educational; 400 pupils 11-18)
Required for September, 1987 a good honours GRADUATE to teach LATIN throughout the School up to 'A' Level. Candidates will be expected to contribute to the teaching of another subject to Junior Forms and should state the subject offered.
A full commitment to the life of a boarding school is essential and the ability and willingness to make a strong contribution to sporting and extra-curricular activities will be most advantageous. Own salary scale, above Burnham.
Apply with curriculum vitae and the names of two referees, The Headmaster, The School House, St. Bees, Cumbria CA27 0DU. (Tel: 0946 822253). (31798) 181624

NORTHAMPTON
NORTHAMPTON HIGH SCHOOL FOR GIRLS
Derngate, Northampton NN1 1UN
Tel: 0604 38095
(Independent, GSA: 500 in Main School Inc. 100 in Sixth Form)
Required for September 1987 a well qualified experienced teacher to organise and share in the teaching of Latin and Greek to 'A' Level. All girls take Latin for at least two years (Cambridge courses); the course provides the basis not only for continuing Latin but also for developing the study of our classical heritage and inspiring other languages.
Further details available on request. This could be a full or part time post.
Please indicate any other teaching subjects offered or other relevant experience, e.g. modern languages, careers/pastoral work, computer education.
Details of school in Independent Schools' Year Book.
Apply with C.V. and two referees to Headmaster from whom further details are available. (30832) 182418

Economics & Business Studies

CUMBRIA
ST. BEES SCHOOL
(H.M.C.; Co-educational; 400 pupils 11-18)
Required for September 1987 a GRADUATE to take responsibility for establishing ECONOMICS as an 'A' level subject at the School. Candidates will be expected to contribute to the teaching of another subject in Junior forms and should state the subject offered.
A full commitment to the life of a boarding school is essential and the ability and willingness to make a strong contribution to sporting and extra-curricular activities will be most advantageous. Own salary scale, above Burnham.
Apply with curriculum vitae and the names of two referees to The Headmaster, The School House, St. Bees, Cumbria CA27 0DU. (Tel: 0946 822253). (31799) 182224

Craft, Design & Technology

Other Assistants

LONDON SW1
WESTMINSTER CITY SCHOOL
Palace St., SW1
Tel: 01-834 7419
Required for January or a.s.a.p. an experienced teacher of Design and Technology to teach throughout this school with established courses to A-level in Graphical Communications and D.T.
Application forms and further details from the school. (34321) 182124

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

English

Heads of Department

KENT
BETHANY SCHOOL
Goudhurst TN17 1CR
S.H.M.I.S.
280 Girls, 11-18, mainly boarding
HEAD OF ENGLISH required for September, 1987, suitable for a second appointment with several years experience; applicant must be fully acquainted with GCSE developments and willing to teach and organize full range including A Level. Boarding school commitment essential and extra curricular activities should be stated.
Details of school in Independent Schools' Year Book.
Apply with C.V. and two referees to Headmaster from whom further details are available. (30832) 182418

Bishop's Stortford College

(HMC Boys' School with 6th Form Girls. 380 from 13+. 150 in 6th Form)

HEAD OF BUSINESS STUDIES

To share the teaching of this subject and of Economics in the Sixth Form. Candidates interested in playing a key role in the rapidly developing Careers Department will be especially welcome.

Married or single accommodation is available.

For further information please apply to:

The Headmaster's Secretary, 10 Maze Green Road, Bishop's Stortford, Herts. CM23 2QZ. (Tel: 0279-57911).

Applications with C.V. and names of two referees to the same address please. (04824)

PRINCIPAL
West Heath School

The Governors of West Heath School invite applications for the post of Principal from 1st January 1988 on the retirement of the present Principal, Miss R M Rudge, BA.

This Independent Boarding School numbers 139 boarders and 10 day girls and the Governors intend that it should remain at about this size.

The School is situated two miles from the centre of Sevenoaks in Kent.

The salary will be Burnham Group 9. A house and car will be provided.

Particulars of the post may be obtained from the Bursar, West Heath School, West Heath, Sevenoaks, Kent TN13 1SR.

WHITGIFT SCHOOL
CROYDON
HMC 880 boys

HEAD OF JUNIOR SCHOOL

The above post will be vacant in April or September 1987. It currently carries overall responsibility for over 280 pupils, ages 10-13.

Full details from the Headmaster, Whitgift School, Haling Park, South Croydon, CR2 6YT, Surrey. Closing date for applications: 28th November, 1986. (40182)

CANFORD SCHOOL

Required for September 1987

HEAD OF ENGLISH

Canford is an independent school and a member of The Head Masters Conference. There are 530 pupils in the school of whom 50 are girls in the Sixth Form.

Further details may be obtained from the Headmaster's Secretary, Canford School, Wimborne, Dorset BH21 3AD
Telephone (0202) 882411

Applications close on 29th November (04851)

MILTON ABBEY SCHOOL
APPOINTMENT OF
HEAD

The Governors of Milton Abbey School invite applications for the post of Head from 1st September, 1987, replacing Mr. Simon Hall, elected as Warden of Glenalmond College.

Founded in 1954, Milton Abbey is a Boarding School for 280 boys, aged 13-18.

Details of the Appointment and an Application Form may be obtained from: The Secretary to the Governors, Milton Abbey School, Blandford, Dorset DT11 0BZ.

Applications close on 16th January, 1987. (04842)

COLSTON'S SCHOOL BRISTOL

HMC. 325 Boys and VI Form Girls DAY AND BOARDING.

Required for September 1987:

HEAD OF ART

ASSISTANTS TO TEACH:
FRENCH
(with considerable A level work.)
MATHEMATICS
CHEMISTRY/PHYSICS
(With A level work for suitable candidates)

Accommodation available. Salary above Burnham.

Applications, together with the names of two referees, should be sent to the Headmaster, Colston's School, Stapleton, Bristol, BS16 1BJ from whom further details are available.

RYDE SCHOOL
ISLE OF WIGHT
(H.M.C Coeducational 11-18)
required for September 1987

HEAD OF ENGLISH

A dynamic and resourceful graduate is required from September 1987 to organise and lead a department of four.

Salary: above Burnham Scale 3

Further details may be obtained from the Headmaster, Ryde School, Queens Road, Ryde, Isle of Wight PO33 3BE.

Telephone 0983 62229

to whom applications with full curriculum vitae should be addressed.

INDEPENDENT EDUCATION
continued

NORTHAMPTON
NORTHAMPTON HIGH SCHOOL FOR GIRLS
Derngate, Northampton NN1 1UN
Tel: 0604 38093
(Independent, GSA: 500 in Main School inc. 100 in Sixth Form)
Required for September 1987 a well qualified teacher with the vision and organising ability to lead an experienced team teaching up to university entrance level. Salary at least Scale 3.
Further details available on request.
Please apply by letter to the Headmistress enclosing curriculum vitae and names and addresses of two referees. (34375) 182418

CLEVELAND
YARM SCHOOL
Cleveland
Grammar School for boys 10-18 and Sixth Form girls
400 on roll
Experienced ENGLISH graduate required for January 1987 or as soon as possible thereafter.
The post if for two terms in the first instance but it could lead to a permanent appointment for a suitable applicant.
Applications, with full C.V. and the names and addresses and telephone numbers of 2 referees to The Headmaster, Yarm School, The Friarage, Yarm, Cleveland TS15 9EJ. Tel: 0642 786023.
Full particulars will be sent upon receipt of applications. (34973) 182424

WILTSHIRE
CRANBORNE CHASE SCHOOL
ENGLISH Graduate required for January 1987 to share in the teaching of English throughout the School. A willingness to become involved in the life of a boarding school is essential.
Cranborne Chase School is an independent girls' school of 140 pupils ranging in age from 11-18.
Single accommodation may be available.
Applicants should write to the Headmistress enclosing C.V. and the names and addresses of two referees to Cranborne Chase School, Wardour Castle, Tisbury, Salisbury SP3 6RH (Tel: 0747 870441). (34313) 182424

Other Assistants

AVON COUNTY
PRIOR PARK COLLEGE
Bath
Catholic Independent Co-educational School, 11-18
TEACHER OF ENGLISH
A young graduate is required to teach English up to G.C.E. in September 1987, on account of the expansion of the School. The post calls for a lively and enthusiastic teacher, who is anxious to contribute fully to the life of the School, particularly through Drama, Sport and a Pastoral role in one of the 4 Boarding-and-Day Houses.
For further details, please write to Mr P.F.J. Tobin, M.A., Headmaster, Prior Park College, Bath, Avon BA2 5AH.
Applications, with particulars of 3 referees, should be sent by 21st November, 1987. (30736) 182424

BERKSHIRE
ETON COLLEGE
Required for September 1987, graduate to teach English throughout the School. The post would suit a lively young man or woman seeking a first post or a first move. An interest in games or other school activities welcome. Eton salary scale. Accommodation provided.
Applications, including CURRICULUM VITAE and names and addresses of three referees, should be sent to The Head Master, Eton College, Windsor, Berkshire SL4 6DW, from whom further details may be obtained. (34946) 182424

DEVON
KELLY COLLEGE
Tavistock, Devon
Required for September 1987, well qualified English graduate to teach the subject throughout the School and assist the department with a strong Sixth Form. An ability to help with Boys' or Girls' games (ideally Netball) and other School activities will be an advantage. For a suitable candidate the position of resident House Tutor in the Girls' Boarding House may also be available. (31674) 182424

PERTHSHIRE
RANNOCH SCHOOL
(SHMIS - 285 pupils)
Teacher of English and Remedial English required for April, 1987.
It is desirable to have experience of teaching pupils with specific learning difficulties. A self-contained modern department including three computers with microprocessor equipment is specifically provided for this important and rewarding post.
Full participation in extra-curricular activities and sport a strong recommendation.
Good accommodation available for single or married couple.
Apply with full curriculum vitae and giving names of two referees to Headmaster, Rannoch School, Rannoch, Perthshire PH17 2QG, or tel: 088-22 3232 for details. (34997) 182424

SURREY
EPSOM COLLEGE
H.M.C. Boarding and Day School for 570 boys aged 13-18 years and 65 Sixth Form girls.
The post of HEAD OF GEOGRAPHY will become vacant in September 1987.
Accommodation available for a married or single person.
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Epsom College, KT17 4JQ, from whom further information may be obtained. (30798) 182418

History

Other Assistants

DERBYSHIRE
ABBOTSHOLME SCHOOL
Rocester, Uttoxeter, Staffs.
ST14 5BL
Tel: (0889) 590217
Required in January 1987, a Graduate to teach History on a part-time basis. The teaching is mainly with the lower forms, but the opportunity exists for the right candidate to teach 'A' Level work. A sympathy for the aims of G.C.S.E. is important.
Salary Burnham Scale 1 (plus Abbotsholme allowance). Single accommodation might be available.
The ability to coach sports and to participate in pastoral responsibilities would be a recommendation.
Applications, including C.V. and the names and telephone numbers of two referees, should be sent to the Headmaster immediately. (34338) 182424

LONDON SW19
WIMBLEDON HIGH SCHOOL G.P.D.S.T.
Required for April 1987 a graduate to teach History throughout the senior school including 'A' level and university entrance.
Wrangling, Burnham Scale. Previous experience desirable, but not essential.
Apply in writing to the Headmistress, Wimbledon High School (G.P.D.S.T.), Mansel Road, Wimbledon, London SW19 4AB enclosing curriculum vitae and the names and addresses of two referees. (34587) 182424

Geography

Heads of Department

BRADFORD
WOODHOUSE GROVE SCHOOL
(HMC Co-educational 560 boys and girls)
Required for September, 1987 a HEAD OF GEOGRAPHY to teach both Geography and Geology to 'A' level.
Salary Burnham Scale 3 plus Woodhouse Grove allowance.
Apply with curriculum vitae and names of two referees to the Headmaster, from whom further details may be obtained, Apperley Bridge, Bradford BD10 0NR. (30811) 182618

Other Assistants

BEDFORD
BEDFORD SCHOOL
A Graduate GEOGRAPHER is required for the Easter and Summer Terms of 1987. This is a temporary post, although the successful applicant will also be considered for a permanent post in the Department from September, 1987.
The teaching will include work at both Ordinary and Advanced Levels.
Zest and an ability to help with extra curricular activities would be welcome. Bedford School salary scale.
Further details may be obtained from the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU, to whom applications should be made, together with details of qualifications and experience, and the names of two referees. (31057) 182424

BRISTOL
THE COLLEGIATE SCHOOL
Winterbourne, Bristol BS17 1RL
Required for January 1987, a graduate teacher of Geography to G.C.S.E. and A level. A resident assistant housemistress's post is available and preference will be given to candidate willing to combine the two posts.
The Collegiate is a small school of 413 girls, with small classes and a very friendly atmosphere.
Please apply in writing to the Headmistress with names and addresses of two referees. (34357) 182424

HERTFORDSHIRE
BUSHEY MEADS SCHOOL
(A.S.C.)
(950 girls, 180 in Sixth Form)
Required for APRIL 1987
GEOGRAPHY TEACHER - SCALE 1
Enthusiastic young teacher to share in the teaching of Geography throughout the school.
Accommodation is available and may be required for a person prepared to help with resident staff duties as a House Tutor.
Further details and application forms are available from The Headmaster, The Aberdeen Masonic School, Chorleywood (Rickmansworth), Hertfordshire WD3 5QG. Tel: 092-24 75185. (34589) 182424

Home Economists

Other Assistants

KENT
BONUS PASTOR R.C. (6M) SCHOOL
Winlaton Road, Bromley, Kent
Tel: 698 7668
Required from January 1987 for the Spring and Summer Terms only.
An experienced and enthusiastic teacher for Textiles/Home Economics. The existing department is mainly with groups in Years 1-3, but the ability to teach to CSE and CPVE is required.
Applicants should have a sound knowledge of current I.LEA. thinking on Nutritional and Equal Opportunities policies. Preference will be given to practical experience.
Further particulars are available from the Headmaster at the school.
Application forms should be returned by 21st November. (34445) 183024

LONDON EC2
CITY OF LONDON SCHOOL FOR GIRLS
Barbican, London EC2Y 8BB
Required in January 1987 - A temporary part-time teacher of Home Economics and Textiles to teach forms in the first three years of the senior school. (10 teaching periods per week). Experienced preferred.
Applications to the Headmistress as soon as possible giving full details of qualifications and experience and names and addresses of two referees. (34451) 183024

Mathematics

Heads of Department

AVON COUNTY
PRIOR PARK COLLEGE
Bath
Catholic Independent Co-educational School 11-18
HEAD OF MATHEMATICS
A capable and enterprising teacher is required to take charge of the Mathematics Department in September, 1987, following the move of Mr G. Davies to a Headship.
The post will suit a man or woman with the drive and experience to promote curricular change in an expanding Catholic Co-educational School.
Salary equivalent to 'principal' status.
For further details, please write to Mr P.F.J. Tobin, M.A., Headmaster, Prior Park College, Bath, Avon BA2 5AH.
Applications, with c.v. and particulars of 2 referees, should be sent by 24th November, 1987. (31678) 183418

Other Assistants

BERKSHIRE
BRADFIELD COLLEGE
Required for January 1987, a Graduate Teacher of MATHEMATICS to 'A' and 'O' level. The post is for two terms and could be either full or part time.
Bradfield College Salary scale. Accommodation provided.
Application, with C.V. and telephone numbers, addresses and referees, to the Head Master, Bradfield College, Bradfield, Berkshire RG7 6AR. Reading (0734) 744203/744324 (34316) 183424

BRISTOL
COLSTONS SCHOOL
Bristol
See our main display advertisement under Independent Schools. (34679) 183424

HAMPSHIRE
WINCHESTER COLLEGE
A teacher of Mathematics is required for September 1987 or perhaps earlier.
For further particulars please apply to the Headmaster, Winchester College, Winchester, Hampshire SO23 9NJ. (31945) 183424

LONDON SW18
PUTNEY PARK SCHOOL
London SW15
MATHEMATICS TO G.C.S.E.
Part-time teacher required January. Independent School, 170 girls 11 to 16 years.
New salary scale.
Apply with full curriculum vitae and two references, Headmistress, Putney Park School, Woodborough Rd., SW15 6PY. (34953) 183424

Other Assistants

BEDFORD
BEDFORD SCHOOL
Required for January, 1987 for the Easter and Summer Terms, a teacher of French. Greater emphasis than usual is placed on French this year, but it could split into two part-time posts.
Further details may be obtained from the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU, whom applications should be made, together with details of qualifications and experience, and the names of two referees. (31098) 183424

BRISTOL
COLSTONS SCHOOL
Bristol
See our main display advertisement under Independent Schools. (34679) 183424

DEVON
MOUNT HOUSE SCHOOL
Tavistock, Devon PL19 9JL
(IAPS 182 Boys - 182 Girls)
Required in April 1987 a French teacher for middle age group. The successful applicant will have the ability to teach games, to play a full activities and assist with the duties involved in a full boarding school.
Salary Burnham, based on qualifications and experience.
Single accommodation available.
Mount House stands on the edge of the Dartmoor National Park in over 30 acres of playing fields, surrounded, and bounded by the River Tavy.
Please apply in writing with a full C.V. together with the names and telephone numbers of two referees to the Headmaster. (30261) 183424

HEREFORD AND WORCESTER
MALVERN COLLEGE
Required for September 1987 (or April 1987 if available)
MODERN LINGUIST to teach Spanish as a principal language from beginners up to A level and French as a subsidiary language up to A level subject available for a suitably qualified candidate.
A willingness to play a full part in the life of a boarding community by helping with the organisation of cultural activities, pastoral work, games etc is essential.
School accommodation may be available. Own salary scale.
Applications together with a full curriculum vitae, particulars of qualifications in the field of Modern Languages, any other extra curricular interests and the names and addresses of two referees should be addressed to The Headmaster, Malvern College, Malvern, Worcs WR14 3DF from whom further particulars may be obtained. (30738) 183424

SUFFOLK
FELIXSTOWE COLLEGE
Felixstowe IP11 7NQ
(300 girls, 300 boys)
Dynamic graduate required for September 1987 to lead outstanding Modern Languages Department, to teach French and Spanish or German up to University Entrance and possibly French up to 'O' level. Imaginative commitment to G.C.S.E. courses essential as well as academic and teaching ability in continuing tradition of regular Oxbridge entrants. Present salary Burnham Scale 3.
For further details apply Headmistress's Secretary, tel to a.a.s. Full applications to be received by Thursday November 27th; short list interviews Friday, 1987. interviews January 15th. (34345) 183618

Modern Languages

Heads of Department

LONDON W6
GODDARD'S HIGH SCHOOL
Iffley Road, Hammersmith, London W6 0PD
Required for the SUMMER TERM ONLY (during leave of absence for Schoolteacher Fellowship) a qualified, full-time teacher of SPANISH to take charge of the subject. This is an independent G.P.D.S. School (700 pupils) and applicants should be able to teach to G.C.S.E. and Advanced level.
Salary according to qualifications and experience.
Application by letter to the Headmistress at the school with curriculum vitae and names, addresses and telephone numbers of two referees. Closing date for applications Monday 1st December. (34792) 183618

Other Assistants

KENT
BONUS PASTOR R.C. (6M) SCHOOL
Winlaton Road, Bromley, Kent
Tel: 698 7668
Required from January 1987 for the Spring and Summer Terms only.
An experienced and enthusiastic teacher for Textiles/Home Economics. The existing department is mainly with groups in Years 1-3, but the ability to teach to CSE and CPVE is required.
Applicants should have a sound knowledge of current I.LEA. thinking on Nutritional and Equal Opportunities policies. Preference will be given to practical experience.
Further particulars are available from the Headmaster at the school.
Application forms should be returned by 21st November. (34445) 183024

LONDON EC2
CITY OF LONDON SCHOOL FOR GIRLS
Barbican, London EC2Y 8BB
Required in January 1987 - A temporary part-time teacher of Home Economics and Textiles to teach forms in the first three years of the senior school. (10 teaching periods per week). Experienced preferred.
Applications to the Headmistress as soon as possible giving full details of qualifications and experience and names and addresses of two referees. (34451) 183024

INDEPENDENT EDUCATION
continued

HERTFORDSHIRE
ST CHRISTOPHER SCHOOL
Letchworth
Tel: 0462 679301
Tel: 0462 679301. largely boarding, co-educational (500 boys - approximately 200 girls from age 11-18 with a significant number LEA 11-plus places) an eurythmic teacher qualified to take responsibility for
FRENCH
within the Modern Languages Department from April 1987 or September 1987. We seek a person with some successful experience, committed to a communication based approach, keen to take a large share in sixth form work, and able to develop a programme of visits and exchanges within the school's overall scheme of experience based learning. A second language and readiness to act as a resident tutor would be advantages.
Salary related to Burnham Scale (L DES Supernumerary and other benefits).
Further details from Colin Bold (Head) to whom applications with CV and names, addresses and telephone numbers of two referees, and s.a.e., should be sent as soon as possible. (34302) 183624

LONDON N10
Part-time Spanish Teacher required as soon as possible.
Apply with c.v. to the Head Teacher, Bell Shennual Grammar School, 14 Month-end Road, London N11 3NR. (34056) 183624

LONDON SW13
ST. PAUL'S SCHOOL
London Road, London SW13 9JT
Tel: 01-748 9162
There will be a vacancy in September 1987 for a suitably qualified graduate to teach German and French throughout the School.
There are currently some 100 boys studying the subjects to A level, many of them are candidates for Oxford or Cambridge. Further information may be obtained from the Head of Modern Languages.
St. Paul's salary scale (substantially above Burnham scale). If necessary, help with accommodation available.
For children of established members of staff, tuition fees are available at St. Paul's School, Colet Court or St. Paul's Girls' School.
Applications giving full details of qualifications and the names of two referees should be sent as soon as possible to the High Master. (34697) 183624

Music

Heads of Department

DERBYSHIRE
ST. ELPHIN'S SCHOOL
Darley Dale, Matlock
(Church of England Boarding and Day School for Girls, GSA)
Required January 1987, initially on one year's trial, a GRADUATE DIRECTOR OF MUSIC to lead a strong and thriving Department. Organist preferred.
Full details from and applications to Mrs Elizabeth Bailey, Headmistress, St. Elphin's School, Darley Dale, Matlock, Derbyshire DE4 2ER. (34355) 183818

NORTHAMPTON
NORTHAMPTON HIGH SCHOOL FOR GIRLS
Derngate, Northampton NN1 1UN
Tel: 0604 38093
(Independent, GSA: 500 in Main School inc. 100 in Sixth Form)
Required for September 1987 well qualified teacher to join an experienced and forward looking department and share in the teaching of French throughout the school. A strong second language, preferably German, is desirable.
Further details available on request.
Salary Scale 1, unless the successful candidate takes on additional responsibilities.
Please apply by letter to the Headmistress enclosing curriculum vitae and names and addresses of two referees. (34376) 183624

NORWICH
NORWICH HIGH SCHOOL FOR GIRLS
G.P.D.S.T.
95 Newmarket Road, Norwich NR2 2HU
Required for September 1987, owing to retirement, two hours graduate time, one of whom must be experienced in teaching French and/or German up to A Level and University entrance. Please state level to which these languages can be taught. Scale 2 would be available for a suitable applicant. Regular commitment to established extracurricular activities essential.
Applications by letter please (no forms) to the Headmistress, enclosing c.v., s.a.e., and the names, addresses and telephone numbers of two referees by Friday 28th November 1986. (34703) 183624

BERKSHIRE
WELLINGTON COLLEGE
The following additional instrumental teachers are required in January 1987:
Cello - one day's teaching
Flute - one day's teaching
Clarinet - two days teaching
Applications with curriculum vitae and names and addresses of two referees to be sent to the Secretary, Music School, Crowthorne, Berks. RG11 7PU, from whom further details can be obtained. (34990) 183624

HAMPSHIRE
NORTH FORELAND LODGE
Sherfield-on-Loddon, Basingstoke, Hampshire
Independent Girls Boarding School - 175 pupils
Required January 1987 Full-time Assistant Music Graduate, mainly to teach piano. Some class teaching may be available. An interest in Choirs and Chapel Music would be an advantage.
Resident post.
Burnham Scale.
The Music Department is very active in school life.
Please send with names and addresses of two referees to be received by the Headmistress at the above address. (31099) 183824

KENT
KENT COLLEGE
Canterbury Road, Tunbridge Wells, Kent TN2 4AX
Independent Boarding and Day School under the Board of Management for Methodist Residential Schools. 338 Senior Girls 18 years.
CHEMISTRY Graduate to share overall responsibility for the teaching of the subject throughout the School up to Advanced Level. The successful applicant will join a lively Science Department in a School with a good tradition of Science teaching in modern, well-equipped laboratories.
Salary: Burnham Scale 2. Accommodation may be available in School for those willing to share residential duties.
Applications, together with full curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster as soon as possible. (34707) 183824

LONDON E2
REQUIRED January 1987
Part-time Music Teacher for Group singing and some individual work. Burnham Rate.
Apply with c.v. to Gatehouse School, Sweardstone Road, London E2. (34699) 183824

Other Assistants

BRISTOL
BRISTOL GRAMMAR SCHOOL
Required for January, 1987, a resident assistant housemistress from teaching, or sixth form teaching subjects, for a boarding house of 40 girls (13-16) in a small independent school with friendly, family atmosphere. Should be willing to play a full part in extra-curricular activities and supervisory boarding duties.
Please apply in writing to the Headmistress, Bristol Cathedral School, Winterbourne, Bristol BS17 1RL, with full c.v. and the names and addresses of two referees. (34358) 184024

CHAPLAIN
Full details from Headmaster, Stamford School, Stamford, Lincs. PE9 2BS. Tel: 0780 62171. (30457) 184424

WARWICK
WROXALL ABBEY SCHOOL
Warwick CV35 7NB
Tel: Hasley Knob (092 687) 220
160 girls 9-18 Boarding and Day
HOUSEMISTRESS
Required January, 1987. A Resident Housemistress with teaching or medical qualifications to join established team responsible for the pastoral care of 100 boarders. Interest in organising extra curricular activities; possibility of some teaching, please state subject; useful experience for a young teacher.
Please ring for further details and apply with c.v. and names and addresses of two referees to the Headmistress as soon as possible. (34345) 184024

KENT
KENT COLLEGE
Canterbury Road, Tunbridge Wells, Kent TN2 4AX
Independent Boarding and Day School under the Board of Management for Methodist Residential Schools - 338 Senior Girls 18 years.
Required for JANUARY 1987 for maternity or temporary appointment, a graduate MUSICIAN with a lively approach to the teaching of music and to teach class music to G.C.S.E. Courses and Advanced Level, and to share the teaching of individual pupils in Piano and/or other instruments. The School has a strong Orchestra, a Junior and Senior Choir, Woodwind Ensemble and a Chamber Music Group.
Salary: Burnham Scale 1 or 2, according to experience.
Applicants with full details of qualifications and experience, and names, addresses and telephone numbers of two referees to the Headmaster as soon as possible. (34707) 183824

LONDON E2
REQUIRED January 1987
Part-time Music Teacher for Group singing and some individual work. Burnham Rate.
Apply with c.v. to Gatehouse School, Sweardstone Road, London E2. (34699) 183824

Pastoral

Heads of Department

GLOUCESTERSHIRE
WESTONBIRT SCHOOL
Tetbury
Independent Girls' boarding and day school, 11-18 years
Due to retirement, teaching HOUSEMISTRESS required in September 1987 for Dorchester House (approximately 50 girls aged 12-16). Personal qualities as important as teaching subject offered. Dog welcome but unfortunately no space for dependents. Further details available.
Apply with curriculum vitae and names and addresses of two referees to the Headmistress, Mrs G. Jillson-Smith, as soon as possible. (30885) 184018

HAMPSHIRE
Winchester College requires a Senior Chaplain in September 1987.
For particulars please apply to the Registrar, Winchester College, Winchester, Hampshire SO23 9LX. (34086) 184018

Other Assistants

BERKSHIRE
WELLINGTON COLLEGE
The following additional instrumental teachers are required in January 1987:
Cello - one day's teaching
Flute - one day's teaching
Clarinet - two days teaching
Applications with curriculum vitae and names and addresses of two referees to be sent to the Secretary, Music School, Crowthorne, Berks. RG11 7PU, from whom further details can be obtained. (34990) 183624

HAMPSHIRE
NORTH FORELAND LODGE
Sherfield-on-Loddon, Basingstoke, Hampshire
Independent Girls Boarding School - 175 pupils
Required January 1987 Full-time Assistant Music Graduate, mainly to teach piano. Some class teaching may be available. An interest in Choirs and Chapel Music would be an advantage.
Resident post.
Burnham Scale.
The Music Department is very active in school life.
Please send with names and addresses of two referees to be received by the Headmistress at the above address. (31099) 183824

KENT
KENT COLLEGE
Canterbury Road, Tunbridge Wells, Kent TN2 4AX
Independent Boarding and Day School under the Board of Management for Methodist Residential Schools - 338 Senior Girls 18 years.
CHEMISTRY Graduate to share overall responsibility for the teaching of the subject throughout the School up to Advanced Level. The successful applicant will join a lively Science Department in a School with a good tradition of Science teaching in modern, well-equipped laboratories.
Salary: Burnham Scale 2. Accommodation may be available in School for those willing to share residential duties.
Applications, together with full curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster as soon as possible. (34707) 183824

LONDON E2
REQUIRED January 1987
Part-time Music Teacher for Group singing and some individual work. Burnham Rate.
Apply with c.v. to Gatehouse School, Sweardstone Road, London E2. (34699) 183824

Other Assistants

BRISTOL
BRISTOL GRAMMAR SCHOOL
Required for January, 1987, a resident assistant housemistress from teaching, or sixth form teaching subjects, for a boarding house of 40 girls (13-16) in a small independent school with friendly, family atmosphere. Should be willing to play a full part in extra-curricular activities and supervisory boarding duties.
Please apply in writing to the Headmistress, Bristol Cathedral School, Winterbourne, Bristol BS17 1RL, with full c.v. and the names and addresses of two referees. (34358) 184024

CHAPLAIN
Full details from Headmaster, Stamford School, Stamford, Lincs. PE9 2BS. Tel: 0780 62171. (30457) 184424

WARWICK
WROXALL ABBEY SCHOOL
Warwick CV35 7NB
Tel: Hasley Knob (092 687) 220
160 girls 9-18 Boarding and Day
HOUSEMISTRESS
Required January, 1987. A Resident Housemistress with teaching or medical qualifications to join established team responsible for the pastoral care of 100 boarders. Interest in organising extra curricular activities; possibility of some teaching, please state subject; useful experience for a young teacher.
Please ring for further details and apply with c.v. and names and addresses of two referees to the Headmistress as soon as possible. (34586) 184024

KENT
KENT COLLEGE
Canterbury Road, Tunbridge Wells, Kent TN2 4AX
Independent Boarding and Day School under the Board of Management for Methodist Residential Schools - 338 Senior Girls 18 years.
Required for JANUARY 1987 for maternity or temporary appointment, a graduate MUSICIAN with a lively approach to the teaching of music and to teach class music to G.C.S.E. Courses and Advanced Level, and to share the teaching of individual pupils in Piano and/or other instruments. The School has a strong Orchestra, a Junior and Senior Choir, Woodwind Ensemble and a Chamber Music Group.
Salary: Burnham Scale 1 or 2, according to experience.
Applicants with full details of qualifications and experience, and names, addresses and telephone numbers of two referees to the Headmaster as soon as possible. (34707) 183824

Religious Education

Other Assistants

LINCOLNSHIRE
STAMFORD SCHOOL
(HMC/IAPS Day and Boarding 940 Boys 8-18)
Require an Anglican priest for September 1987 as
CHAPLAIN
Full details from Headmaster, Stamford School, Stamford, Lincs. PE9 2BS. Tel: 0780 62171. (30457) 184424

Science

Heads of Department

KENT
KENT COLLEGE
Canterbury Road, Tunbridge Wells, Kent TN2 4AX
Independent Senior Boarding and Day School, G.S.A.
Under the Board of Management for Methodist Residential Schools - 338 Senior Girls 18 years.
Required for APRIL 1987, a CHEMISTRY Graduate who will have overall responsibility for the teaching of the subject throughout the School up to Advanced Level. The successful applicant will join a lively Science Department in a School with a good tradition of Science teaching in modern, well-equipped laboratories.
Salary Burnham Scale 2.
Applications, together with full curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster as soon as possible. (34586) 184024

Physical Education

Heads of Department

KENT
SEVENOAKS SCHOOL
(900 boys and girls, including a Sixth Form of 400)
Required for April or September 1987 a well-qualified and experienced teacher to be in charge of the girls' games and physical education programme. Facilities excellent (and expanding). There is a chance to continue the development of a new P.E. and games building. Applicants should join fully in the life of a big school. Salary Burnham Scale plus, and accommodation could be available.
Details from the Headmaster, Sevenoaks School, Sevenoaks, Kent TN13 1HU. (0732-455133). Applications should include full curriculum vitae and names and addresses of two referees. (30864) 184218

WILTSHIRE
DAUNTSEY'S SCHOOL
West Lavington, Devizes, Wiltshire SN10 4HE
H.M.C., fully co-educational, 11-18, boarding and day. 357 pupils: 43% girls
Required for January, if possible, or for April/September 1987, a well-qualified graduate as Head of Girls' Games and Physical Education. Salary above Burnham, and according to experience and qualifications. Recent developments at Dauntsey's include new Sports Hall and heated indoor 25m. pool.
Applicants initially for two terms from January 1987 will be considered, with possible permanent appointment from September.
Full details obtainable from Head Master's Secretary, Lavington (038081) 3446. Closing date: 28th November. (34334) 184218

Other Assistants

BRISTOL
COLSTONS SCHOOL
Bristol
See our main display advertisement under Independent Schools. (34679) 184424

BERKSHIRE
CHOORAH COURT SCHOOL
Near Newbury
Tel: Stockham 67006
Senior Boys Boarding and Day School 125 on Roll
Teacher of Physics and Chemistry required for next term. Help with Junior School games and activities also available. Salary Burnham Scale 1.
Please telephone after 7.30pm or write. (34688) 184824

BRIGHTON
BRIGHTON & HOVE HIGH SCHOOL
G.P.D.S.T.
Montpelier Road, Brighton, East Sussex BN1 3AT
Required for April 1987 (or possibly September) a graduate BIOLOGIST to teach at all levels up to Advanced Level including Biology for Nursing and Social Biology. Burnham Scale 2 to appropriately qualified and experienced candidate.
Applications with curriculum vitae, testimonials and names and addresses of referees to the Headmistress from whom further details may be obtained. (34686) 184824

BRIGHTON
BRIGHTON COLLEGE
September 1987
A graduate to teach Physics throughout the School to include Physics A Level and Oxbridge entry.
Salary above Burnham.
Apply in writing to The Headmaster, Brighton College, Eastern Road, Brighton BN2 2AL, with C.V. and names of two referees. (30740) 184824

CLEVELAND
YARM SCHOOL
Cleveland
Grammar School for boys 10-18 and Sixth Form girls
400 on roll
Required for SEPTEMBER, 1987, a good graduate to teach PHYSICS in a progressive department offering generous opportunities for sixth form teaching. An interest in electronics would be a distinct advantage. Scale 1 or 2.
The post is especially relevant as a first or second appointment, but a more experienced applicant would be considered with appropriate salary adjustment.
Applications, with full C.V. and the names and addresses of 2 referees to The Headmaster, Yarm School, The Friarage, Yarm, Cleveland TS15 9EJ. Tel: 0642 786023.
Full particulars will be sent upon receipt of applications. (34893) 184424

INDEPENDENT EDUCATION

continued

ISLE OF WIGHT

BEMBRIDGE SCHOOL
Co-Educational Independent Boarding School
200 Pupils

Physics Graduate required to fill vacancy at the end of the term caused by retirement through ill health. Ideally for January 1987 but applicants available in April or September 1987 would also apply.

Some Chemistry teaching required. Help with rifle shooting or computing an advantage. Some contribution in extra-curricular activities and in pastoral care work expected.

Apply to The Headmaster, Bembridge School, Bembridge, Isle of Wight PO35 5PH with C.V. and names of two referees. (30209) 184824

LONDON SW19

WIMBLEDON HIGH SCHOOL
G.P.D.S.T.

Required for April 1987, a graduate to teach Biology throughout the senior school, including 'A' level and university entrance. London Weighting, Burnham Scale. Previous experience desirable but not essential.

Applications in writing, enclosing curriculum vitae and names and addresses of two referees could be sent to the Headmistress, Wimbledon High School G.P.D.S.T., Manse Road, Wimbledon, London SW19 4AB. (34988) 184824

LONDON

THE STUDY
4 Pack Crescent, Wimbledon SW19
(Independent Girls' Day School)

Required for January 1987, a well qualified graduate to teach Integrated Sciences to 11-13 year old girls, and Biology to 'O' level.

Please telephone for further information to The Study, 4 Pack Crescent, SW19 3NG. 01-946 2664. (31531) 184824

MUSSELBURGH

LORETTO SCHOOL

This non denominational boys boarding school with some Sixth Form Girls requires for September 1987 (or earlier) a young and enthusiastic CHEMIST.

Applicants should be graduates capable of teaching Chemistry throughout the school to GCSE and 'S' level. Bachelor or married accommodation available.

Apply with Curriculum Vitae and names of two referees to, Headmaster, Loretto School, Musselburgh, Near Edinburgh (from which details may be obtained). (34604) 184824

MIDDLESEX

HEATHFIELD SCHOOL
Beaulieu Drive, Pinner HA5 1NH

Required for January 1987. Part-time qualified teacher of BIOLOGY to share the teaching throughout the Senior Department up to and including O-Level (G.C.S.E.) and some Advanced Level. Salary Burnham Scale plus Outer London Allowance.

Apply in writing to the Headmistress at the above address. (34985) 184824

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL FOR GIRLS
G.P.D.S.T.
750 girls 11-18

Required temporarily from April 1987 (maternity leave), a part-time or full-time teacher of Biology.

Burnham Scale 1. The successful applicant would be expected to teach up to G.C.S.E. and O Level, and possibly some A Level.

Apply in writing (no forms) with a.a.e., giving qualifications, experience and address of two referees to the Headmistress, Mrs Arpadjan Street, Nottingham NG1 4JB. (34442) 184824

SUFFOLK

CULFORD SCHOOL
Bury St Edmunds, Suffolk

HMC Coed Day & Boarding 8-18

Required for January 1987 a teacher of Biology to O Level. The person leaving has been resident and has helped with boys' games; ability to cover these areas would be a strong recommendation. The post will be temporary initially, for two terms.

Apply as soon as possible, with names, addresses and telephone number of two referees, to the Headmaster, Culford School, Bury St Edmunds, Suffolk IP28 6TX. (34143) 184824

SURREY

CATERHAM SCHOOL
HMC Boarding and Day
490 pupils (13-18). 6th Form of 150 includes some girls

Required for September, 1987.

Graduate to teach CHEMISTRY throughout the school to A-level. There is a strong tradition of science in the School with 3 sets in both the Lower and Upper 5th Chemistry.

Help with extra curricular activities would be an advantage.

Salary - Burnham Scale according to qualifications and experience.

Accommodation may be available.

Applications with full curriculum and names of two referees should be sent to The Headmaster, Caterham School, Harestone Valley, Caterham, Surrey CR3 6YA. (30774) 184824

SURREY

BOXHILL SCHOOL
Mickleham, Dorking, Surrey
Co-ed. School run on Gordonstoun lines

URGENT for JANUARY 1987 resident or non-resident qualified scientist to teach Chemistry to 'A' Level with some Biology, Physics and Mathematics to GCSE.

Interest in an Assistant Housemaster post would be an advantage. Accommodation or shared post considered.

Burnham and State Superannuation.

Apply Headmaster, quoting two referees. (34141) 184824

WARWICKSHIRE

DUNCHURCH-WINTON HALL
(I.A.P.S.)

Required for January or April, 1987, a teacher to be responsible for SCIENCE in the School. Ability to teach Maths. and possibly to coach hockey, cricket and athletics, would be an advantage. Burnham Scale 1 post.

Apply with names and addresses of two referees to the Headmaster, Dunchurch-Winton Hall School, Nr. Rugby, Warwickshire CV22 6NG. (34330) 184824

Speech and Drama

Other Assistants

ESSEX

NEW HALL SCHOOL
Boreham, Chelmsford, Essex CM3 3HT

DRAMA

Required in January or Easter a teacher of DRAMA AND THEATRE ARTS up to A-level. The post would require an experienced practitioner who has a background in both schools and theatre.

The salary is in accordance with Burnham scales and will reflect the qualifications and experience of the successful applicant.

Apply in writing, with full c.v. to the Headmistress' Secretary at the school. (34471) 185224

Other than by Subject Classification

Other Assistants

KENYA

PRIVATE SCHOOL IN MOMBASA
Kenya
Sen. Overseas Section
(34721) 185624

LONDON N16

An Independent Grammar School in North London invites applicants for the post of Teacher of Government and Political Studies to 'O' Level. Actual teaching time will not exceed 15 hours a week but salary will be as for full-time Burnham Scale.

Please apply with full CV and giving the names of two referees to Box TES 00623, Priory House, St John's Lane, EC1M 4BX. (34718) 185624

LONDON WC1

Required urgently experienced tutors for PAT posts to teach 'O' and 'A' level Statistics, Physics, Maths, English Language.

For interview please telephone the Registrar or write enclosing Curriculum Vitae. Centre for G.C.E. Tuition Colloquia, 8 Harbrand St., London WC1N 1LL. Tel: 01-278 6622. (opposite Russell Square station). (34317) 185624

MILTON KEYNES

TEACHERS
Competitive Salary
Gyosei International School is a co-educational independent school teaching to a Japanese approved curriculum.

Set up in April 1987 we require teaching staff in the following disciplines: Headmaster, Primary School, Japanese, History, Geography, Social Studies, Mathematics, Chemistry, Physics, Biology, English and Art.

It is essential that applicants hold a JAPANESE MINISTRY OF EDUCATION TEACHING CERTIFICATE and have current experience of teaching to a Japanese curriculum.

A competitive salary is offered and live in accommodation.

Please write with a full C.V. to Mr Kidani, Japan Air Lines, 12 Great Marlborough Street, London W1V. (34431) 185624

LONDON NW4

HASMONEAN PREP. SCHOOL
8-10 Shirehall Lane, NW4 2PP
(Jewish Independent)
Tel: 203 7704
Roll: 250. Mixed. Ages 4-11

Head of Infants required who above named school would have the ordinary duties of a Head of Infants and develop the school's role in the curriculum development, in addition to teaching an Infant class. Interest in Computer Studies an asset.

Apply in writing to the Headmaster, giving names of two referees. (34338) 185624

Preparatory Schools

Headships

CROYDON

WHITGIFT SCHOOL
Croydon
HMC 880 Boys

The post of Head of Junior School falls vacant in April or September 1987.

See under Independent Schools: Headships. (30821) 200010

PREPARATORY HEADSHIPS

continued

HEREFORD

CATHEDRAL PREPARATORY SCHOOL
Hereford
HMC

Applications are invited for this post from September 1987 when the Governors of the Cathedral Preparatory School will be taking over responsibility for the Cathedral Choir School from the retirement of the present Headmaster.

The School is a boys Prep. 4-13. I.A.P.S. day with a boarding section. Cathedral Choir School.

Details from the Clerk to the Governors, Cathedral School, Hereford HR1 2NN. Closing date: 19th December, 1986. (31092) 200010

NORTH SURREY

HEADSHIP
Required for September 1987. Head of Junior Independent co-educational school. 34+11 yrs. 150 on roll. North Surrey. Write Box TES 00618, Priory House, St John's Lane, EC1M 4BX. (31453) 200010

Remedial and Special Needs Teaching Posts

Other Assistants

CAMBRIDGESHIRE

THE KING'S SCHOOL
Ely, Cambridgeshire
JUNIOR SCHOOL
PART-TIME APPOINTMENT

A part time appointment exists to help in the teaching of pupils who have experienced difficulties in English and Mathematics, particularly in the 9-11 age-group.

Apply in writing to the Mistress of Junior School as soon as possible. (305141) 201024

By Subject Classification

Art and Design

Heads of Department

SURREY

DUKE OF KENT SCHOOL
Surrey

Required for September 1987 for January or April if possible a fully qualified and enthusiastic Art Teacher to take full responsibility for the subject throughout this co-educational I.A.P.S. boarding school of 170 pupils. A willingness to be involved in extra-mural activities and to participate fully in the boarding life of the school is essential. Craft and pottery skills would be an added recommendation.

Salary: Burnham Scale 1 plus Outer London Fringe Allowance, plus Government super-annuation, accommodation provided.

Applications together with the names, addresses and telephone numbers of two referees to the Headmaster, The Duke of Kent School, Rechurch, Cranleigh, Surrey GU6 7NS. Further details may be obtained on request. (34717) 201216

Classics

Heads of Department

SURREY

AMESBURY SCHOOL
Ashtead GU35 6BL

Required for April 1987, a young, experienced Classics Teacher to take charge of the Subject to CSE and PSS level. Ability to help with games and other out of school activities will be a recommendation. Burnham Scale with Government Superannuation. Single accommodation available.

Apply in writing to the Headmaster, with names and addresses of two referees and a recent C.V. (34065) 201618

LONDON NW4

HASMONEAN PREP. SCHOOL
8-10 Shirehall Lane, NW4 2PP
(Jewish Independent)
Tel: 203 7704
Roll: 250. Mixed. Ages 4-11

Head of Infants required who above named school would have the ordinary duties of a Head of Infants and develop the school's role in the curriculum development, in addition to teaching an Infant class. Interest in Computer Studies an asset.

Apply in writing to the Headmaster, giving names of two referees. (34338) 185624

English

Heads of Department

SHREWSBURY

CRACKNEL HOUSE
Ruyton XI Town, Shrewsbury SY4 1HX

Head of English Department in large mixed Boarding School required in September, 1987. Salary no less than Scale III. Burnham or single accommodation available - good condition schemes.

Please apply with names of two referees to the Headmaster. (34470) 203418

Mathematics

Other Assistants

LEICESTER

STONEYGATE SCHOOL
254 London Road, Leicester LE2 1RQ
IAPS day 238 pupils mainly boys 4/4 - 13

Required for September, 1987 or possibly earlier, as a result of the retirement of the Second Master a well qualified and experienced Mathematics teacher to assist with the teaching of the subject at time-table and the School. A room will be provided on the premises if required.

Salary above Burnham Scale with government superannuation.

Applications with C.V. and the names of two referees to the Headmaster. (34319) 203424

Modern Languages

Heads of Department

SURREY

Required January/April/September 1987: Head of MFL for IAPS school on edge of Windsor Great Park. Enthusiastic games coach preferred. Salary Burnham; scale responsible according to experience. Accommodation for single person or married couple.

Apply in writing with full c.v. to The Headmistress, Smithfields, Englefield Green, Egham, Surrey TW20 0YJ. (34719) 203618 (34719) 203618

Other Assistants

DEVON

MOUNT HOUSE SCHOOL
Okehampton, EX20 1HL
(IAPS 182 Boys - 152 Boarders)

Required for April 1987 an enthusiastic and qualified French teacher for 4/5 - 11½ age group. The successful applicant will have the ability to help coach games, to play a full part in the extra curricular activities and assist with the duties involved with boarding school life.

Salary Burnham, based on qualifications and experience. Single accommodation available.

Mount House stands on the edge of the Dartmoor National Park in over 50 acres of playing fields, woodland, a lake and bounded by the River Tavy.

Please apply in writing with a full C.V. together with the names and telephone numbers of two referees to the Headmaster. (30262) 203624

Music

Heads of Department

SURREY

ST. EDMUND'S SCHOOL
Hindhead, Surrey GU26 6HH
I.A.P.S. 165 boys

Qualified Director of Music required in September, 1987 (or January) 1987. Applicant to be in charge of school music, choirs, orchestra and visiting music tutors. Enthusiasm and willingness to play a full part in a busy boarding school important.

Burnham Scale 1 with London Fringe Allowance. Rachow accommodation available.

Please apply with c.v. and referees to the Headmaster. (31530) 203818

Other Assistants

WEST SUSSEX

Required as soon as possible and not later than SEPTEMBER 1987 - A DESISTANT DIRECTOR OF MUSIC. The post is particularly suitable for a recently qualified teacher who should be able also to offer other subjects and to give instrumental lessons. An ability to coach games is desirable. A commitment to the life of the school is essential.

For further details write or 'phone The Headmaster, Handcross Park School, Handcross, Haywards Heath, W. Sussex RH17 6HF. 01444 400526. (30809) 205618

Other Assistants

CAMBRIDGESHIRE

KING'S COLLEGE SCHOOL
Cambridge
CHAPLAIN (Priest or Deacon)

Required for September 1987 at this co-ed. preparatory school of nearly 250 children aged 7 to 13, who include the Choristers of the King's College Chapel. The post, preferably resident, demands an experienced clerical teacher willing to undertake normal duties, including games supervision. Teaching ability may be arranged.

Further details from the Headmaster, King's College School, West Road, Cambridge CB3 9DN. (Tel: 0223 65814). (30384) 205624

CAMBRIDGESHIRE

THE KING'S SCHOOL
Ely, Cambridgeshire
JUNIOR SCHOOL
TEMPORARY APPOINTMENT

A temporary appointment exists from January, 1987 for a teacher who is capable of teaching ENGLISH and/or LATIN and/or RELIGIOUS STUDIES to Common Entrance Standard. Ability to coach games is an advantage, though this should not deter other candidates.

Apply in writing to the Master of Junior School as soon as possible. (30515) 205624

CORNWALL

TRELISKE SCHOOL/COLLEGE
PREPARATORY SCHOOL TO TRURO SCHOOL
Truro, Cornwall
I.A.P.S. - 7-13 yrs. Boys
Boarding/Day

Required from January, 1987, an enthusiastic young teacher to teach general form subjects; boys' games essential. The post is temporary with a possibility of it becoming permanent. The successful applicant will be expected to be involved with the boarding community. Separate accommodation available within grounds. Burnham Scale plus remuneration for duties.

Please send letter of application, C.V. and the names and number of three referees to the Headmaster, Treliske School, Highertown, Truro TR1 3QN. (34322) 203624

DUMFRIESSHIRE

CRAWFORDTON HOUSE
Moniaive, Thornhill, Dumfriesshire DG3 4HG

Tel: 08482 212

IAPS Boarding, Co-educational

Required for January, 1987, or as soon as possible thereafter, a married couple, the husband offering coaching in games (rugby and cricket) and teaching subjects FRENCH, LATIN, SCIENCE, to interests in Junior subjects, computer and Games. Coaching could be an advantage.

Delightful rural setting and exceptional facilities. Accommodation could be available.

Apply in writing with full C.V. and names of two referees to: The Headmaster: A.C. Morrison. (34094) 205624

LONDON N16

The Junior Department of an Independent Grammar School requires a fully qualified and experienced teacher for a class of Junior Boys. Actual teaching time will not exceed 15 hours a week but salary will be as for full-time Burnham Scale.

Please apply with full C.V. giving the names of two referees to Box TES 00623, Priory House, St John's Lane, EC1M 4BX. (34643) 205624

We seek a suitably qualified nurse for the post of Clinical Lecturer, Riverside College of Nursing Education and Honorary Lecturer at King's College, London's Department of Nursing Studies, University of London.

This is an exciting new development in Riverside Health Authority which has been created by establishing a College of Nurse Education incorporating the existing Riverside School of Nursing at West-SSA.

Please apply to the Principal, Elizabeth House, 52 Princes Gate, London SW7 1PT with c.v. and 2 referees (Chelsea Campus) which has a Department of Nursing Studies with an international reputation for excellence and innovation. You will be an Honorary Lecturer at King's College.

The main focus of this new post will be to give leadership and direction to Nursing Education activities in Riverside and to develop the Schools of Nursing and the Continuing Education Department, so that they can respond to the demands of planning educational concepts and the strategic needs of Region and the District.

Riverside is a large and complex health district employing over 9,000 staff and the largest producer of trained nurses of any district in the Thames region. The Riverside schools train over the complete range of basic nursing courses with one exception of Mental Handicap training.

For further information and directions on how to apply, please write or telephone Andy Leonidou, Assistant Director of Personnel, Riverside Health Authority, 5 Cuthbert Gardens, London SW5 0HR. Tel: 370 4705 and/or 373 2316, Ext. 8.

Closing date for completed applications 10th December 1986. (34801) 200016

LONDON SW7

Fairley House is a full-curriculum day school for boys and girls with average and above intelligence between the ages of 5 and 16 who have specific learning difficulties (dyslexia).

Required for January, 1987 (or as soon as possible thereafter) a qualified and experienced class teacher for 9-11 year olds. Specific remedial qualifications helpful but not essential.

Burnham Scale 1 + LW + SSA.

Please apply to the Principal, Fairley House, 22 Princes Gate, London SW7 1PT with c.v. and Enhanced Salary Scale (Chelsea Campus) which has a Department of Nursing Studies with an international reputation for excellence and innovation. You will be an Honorary Lecturer at King's College.

LONDON W6

BEACON HOUSE SCHOOL
15 Glummersbury Avenue, Sallins, London W3 8NB
(Independent day school for boys and girls aged 5-13)

Qualified full-time teacher required for small independent school. Ideally friendly disciplinarian likely to suit mother of school age children.

Apply in writing to the Headmistress. (30898) 205624

SHROPSHIRE

THE OLD HALL SCHOOL
JUNIOR DEPARTMENT
Wellington, Telford TF1 2DN
Age Range 3 yrs.

A qualified INFANT TEACHER will be required in April 1987 for a new class of 4-5year olds. Ability in music and art will be an advantage.

PLEASE APPLY in own handwriting, with C.V. and names, addresses and telephone numbers of two referees to Mrs. E.M. Villars, Head of the Junior Department. (34142) 205624

SUSSEX

Qualified English or Maths teacher required in January in boys' boarding prep. school (IAPS). Duties include games coaching, supervision, some teaching of English or Maths (full, resident or non-resident). This is a new post.

Apply Headmaster, Dorset House, Bury, Pulborough, West Sussex. Tel: Bury 456. (30892) 205624

Other than by Subject Classification

Heads of Department

WEST SUSSEX

The Governors of HANDCROSS PARK SCHOOL are opening a PRE-PREPARATORY DEPARTMENT in April or September 1987.

They now seek to appoint a Head of this Department.

Suitably qualified applicants are invited to write or telephone for further details to: The Headmaster, Handcross Park School, Handcross, Haywards Heath, W. Sussex RH17 6HF. Handcross (0444) 400526. (30809) 205618

LONDON N16

Independent Jewish Day School Requires lively, energetic Infant & Junior Teachers January. Burnham Rates. Scale Post for applicant with suitable qualifications or specialist experience. Suitable position for applicants who wish to work in a pleasant, genial, challenging family atmosphere. Religious background of no consequence.

Apply in writing to: Lubavitch House Schools, Director of Education, 109/115 Stamford Hill, London N16 5RP or Tel: 800-0022, Ext. 10, or evenings 255 0286. (34329) 205624

Colleges of Further Education

Directors, Principals and Vice Principals

DURHAM

COUNTY COUNCIL
See main advertisement under Tertiary Colleges, Deputy Heads. (34695) 220015

LONDON

RIVERSIDE HEALTH AUTHORITY

College of Nurse Education

PRINCIPAL AND HONORARY LECTURER

Department of Nursing Studies - King's College

Salary Scale £19,852 - £24,952 inc - D.N.E.I. + Enhanced Salary Scale

LOUGHTON COLLEGE OF FURTHER EDUCATION
Borders Lane, Loughton, Essex IG10 3SA.
Tel: 01-508 8311.

HEAD OF HUMANITIES

SOCIAL AND GENERAL STUDIES DEPARTMENT

Applications are invited at this general college of further education for the above post as from 1.1.1987 or as soon as possible thereafter.

Salary: H.O.D. Grade IV
£16,704 - £18,714 p.a. plus £282 p.a.
Inner Fringe Allowance.

DEPARTMENT OF BUSINESS STUDIES

LECTURER II

in BUSINESS AND COMPUTING STUDIES

to commence duties in January 1987 or as soon as possible thereafter. The successful candidate will be expected to teach Information Processing and at least ONE of the following: Bookkeeping, Accounts, Organisation in its Environment, Distribution and Leisure Studies to a range of courses including: CPVE, BTEC First and National levels, GCE O and A, Institute of Bankers and MSC Adult Training Schemes.

Candidates should be appropriately qualified and have a teaching qualification. Suitable commercial and/or teaching experience is desirable and an ability to offer related business studies subject will be an advantage.

Salary Scale Lecturer II £8,695 - £13,656 plus £282 p.a.
Inner Fringe Area Allowance.

LECTURER GRADE I

COMPUTING

Applications are invited for the above post. Applicants will be expected to teach across a variety of courses, undertake the tutorship of the full-time Theshold Course and take an active role in the development of Computing within the Department of Engineering & Science and across the College. Applicants should have appropriate qualifications and industrial experience is considered essential.

Salary: Lecturer Grade I £6,843 - £13,656 plus £282 p.a.
Inner Fringe Allowance.

Further paticulars for all the above posts are available from the Principal to whom completed applications should be returned by 28th November. (04870)

ESSEX County Council

CANTERBURY COLLEGE OF TECHNOLOGY
New Dover Road, Canterbury, Kent CT1 3AJ.
Tel (0227) 66081

Head of the Department of Business and Management

Grade V. Ref: HB/86

Applications are invited from graduates with appropriate substantial business/management and teaching experience to organise business, management, secretarial and allied courses and to undertake major responsibilities in the Education Division.

Head of the Department of Community Care

Grade IV. Ref: HC/86

Applications are invited from graduates with relevant professional and teaching experience including the provision of in-service training courses, to organise vocational courses for teachers and for the caring professions and in leisure, recreation, art and fashion and to undertake major responsibilities in the College Division.

Salary in accordance with the Burnham Scale for Establishments of Further Education, namely: —
Grade V £18174-£20181 p.a.
Grade IV £16704-£18714 p.a.

Starting date 1st May, 1987, or as soon as possible thereafter. Application forms and further details are available from the Principal on request quoting the appropriate reference. (04867)

KENT COUNTY COUNCIL

COLLEGES OF FURTHER EDUCATION
continued

Heads of Department

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
PERCIVAL WHITLEY COLLEGE OF FURTHER EDUCATION
Francis Street, Halifax HX1 3UZ
Tel: 58221
ASSISTANT PRINCIPAL - NEW TECHNOLOGY (HoD Grade IV)
Ref. No: ED/305
This is a new post to coordinate the development of New Technology in all areas of the College. The ability to enthuse colleagues is just as important as technical qualifications.
Further details and application forms from The Principal, Percival Whitley College of Further Education, Francis Street, Halifax HX1 3UZ (send large SAE) to whom completed forms should be returned by 26th November 1986.
The Council is committed to being an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post.
(34677) 220018

Other Appointments

AVON COUNTY
EDUCATION SERVICE
BRUNEL TECHNICAL COLLEGE
Applications invited for the following posts, duties to commence on 1st January 1987, or as soon as possible thereafter:-
DEPARTMENT OF CONSTRUCTION & LAND ADMINISTRATION
LECTURER GRADE I/II
SCHOOL OF TIMBER CRAFTS - Ref: 86/41
To teach Carpentry and Joinery on City & Guilds 585, up to Advanced Craft level.
The ability to assist in Machine Woodworking and Furniture courses an advantage.
Applicants should be suitably qualified and experienced.
DEPARTMENT OF AEROSPACE & COMMUNICATIONS ENGINEERING
LECTURER GRADE I/II - AVIONICS - Ref: 86/40
The person appointed will be required to teach avionics subjects on aircraft maintenance engineering courses including CAA Approved Licence courses.
Applicants should have experience of aircraft maintenance engineering. Preference will be given to applicants who hold a CAA licence and/or additional academic qualifications.
Further details and application forms (to be returned by 28th November, 1986) from: Personnel Office, Brunel Technical College, Ashley Road, Bristol BS7 9HU, quoting appropriate reference number.
(34351) 220096

AVON COUNTY
WESTON-SUPER-MARE COLLEGE OF FURTHER EDUCATION
School of General Engineering, Construction and Agriculture
Required for January 1st 1987 or as soon as possible thereafter:
Lecturer 2 - Co-ordinator of Construction Studies
to be responsible for developing and co-ordination an expanding sector of the College work. The work of the section is predominately Craft/Tech work but with Advanced Craft work established and developing.
Closing date: 26th November, 1986.
Application forms and further details from: The Principal, Weston-super-Mare College of Further Education, Knightstone Road, Weston-super-Mare, Avon. BS23 2AL. Tel: 0934 21501. Avon is an equal opportunities employer. 220096

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
NEWBURY COLLEGE
Oxford Road, Newbury, Berks. RG13 1PQ
Tel: Newbury (0635)
LT/II COMPUTING STUDIES required for January 1987. An excellent opportunity for someone with computer initiatives to join a expanding multi-teacher area. Background of either Computing, Electronics or Business Applications with degree or equivalent.
Further details and application form from Principal's Secretary, Ext. 2004. Closing date: 28th November, 1986.
An equal opportunity employer. (34859) 220096

BERKSHIRE
LANGLEY COLLEGE
Applications are invited for the following posts available from January 1987:
Lecturer I in Physical Education (one year)
Lecturer I in General & Communication Studies (2 terms)
Applicants should have appropriate qualifications and experience.
Salary Scale (under review):
£6,843 - £11,865, plus London Fringe allowance.
Berkshire has a scheme for assisting with removal expenses.
The County Council is an equal opportunity employer.
Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough SL3 8BY.
Please enclose a stamped, addressed, foolscap envelope.
Closing date for receipt of applications: 28th November 1986. (34995) 220026

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
LECTURER Grade I IN COMPUTER STUDIES
Salary: £6,843 - £11,856
Applications are invited for the above post in the Business Studies Department of Bury Metropolitan College of Further Education, Market Street, Bury BL9 0BG to teach computer studies up to GCE 'A' level standard. The ability to offer another subject (eg Mathematics) would be an advantage.
Applicants should have relevant teaching experience and be able to contribute to the teaching of Mathematics.
In September 1987, the Bury Metropolitan College of Further Education will merge with Post Sixth Form College and Rand Sixth Form College to form the Bury Tertiary College. All permanently established posts in the colleges will be protected.
Forms of application are obtainable from and returnable to the Director of Education, Further Education Section, Athenaeum House, Market Street, Bury BL9 0BN (Tel: 761 5131, Ext. 343) by the 28th November 1986. (34933) 220096

CHESHIRE
EDUCATION COMMITTEE
MACCLESFIELD COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS AND EUROPEAN STUDIES
Required from 1 January 1987
LECTURER GRADE I/II BUSINESS STUDIES (TWO POSTS)
Applicants should be able to offer an subjects from General Business Studies, Economics and Finance.
Further details and an application form may be obtained from the Principal's Secretary, Macclesfield College of Further Education, Park Lane, Macclesfield, Cheshire SK11 8LF. Tel: 0625 27144.
Closing date: Friday 28 November 1986. (34880) 220096

CHESHIRE
SOUTH CHESHIRE COLLEGE
Applications are invited for:-
LECTURER II IN COMPUTING
LECTURER I IN BUSINESS STUDIES
(Fixed Term January 1987 to August 1988)
Further particulars and application form may be obtained from The College, Dane Bank Ave., Crewe Tel: 0270 65139. (34926) 220096

DORSET
WEYMOUTH COLLEGE
DEPARTMENT OF BUSINESS AND CATERING STUDIES
LECTURER (Grade One) in SECRETARIAL STUDIES required from 1st January 1987 or as soon as possible thereafter to teach across a wide range of secretarial studies. Preference will be given to candidates who can offer Text and Word processing.
Further details and application forms from the Principal's Secretary, (Ref. 86/6) Weymouth College, Cranford Avenue, Weymouth DT4 7LZ to be returned by 24th November 1986. (35086) 220096

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd., copies of which are available on request

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STOKE ON TRENT CAULDON COLLEGE OF FURTHER AND HIGHER EDUCATION
Principal: D.T. Kingan
BSc. Tech., MSc., CEng., FIEE, MIERE.
Applications are invited for the following posts:

Senior Lecturer in Catering and Hotel Studies

Salary: £12,615 - £14,820 (bar)

Applicants should have a relevant degree or HND together with appropriate industrial experience. A teaching qualification is desirable. The successful applicant will be a member of the senior management team of the Department and will have particular responsibility for course and curriculum development.

Lecturer I in Computer Studies

Salary: £6,843 - £11,865 progressing to £13,656

Applicants should possess a relevant degree and/or equivalent professional qualification together with appropriate industrial/teaching experience. The successful candidate will join a team of staff responsible for providing a wide range of courses in computing.

Application forms and further particulars are available from the Vice Principal, Stoke on Trent Cauldron College of Further and Higher Education, Stoke Road, Shelton, Stoke on Trent, ST4 2DG. Telephone: Stoke on Trent (0782) 202561, extension 327 or 306. The closing date for receipt of applications is 14 days after the appearance of this advertisement.

Canvassing will disqualify.
Trade Union membership encouraged.
An Equal Opportunity Employer.
(4873)

Staffordshire County Council

Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER

Further Education
Blackpool and Fylde College
Ashfield Road, Bispham, Blackpool, FY2 0HB.
Required as soon as possible.

FACULTY OF ARTS
LECTURER I – ENGLISH (Ref Ac/1/2)

Faculty of Business, Food and Management
Lecturer I – Hospitality management (Two posts) (Ref: BF/HS 1/2 & BF/Hd/1/4)

FACULTY OF SCIENCE AND TECHNOLOGY
Lecturer II – Electronic Engineering (Ref: STb/2/16)
Lecturer I – Computing (Ref: STc/1/7)
Lecturer I – Carpentry and Joinery (Ref: STa/1/8)

Forms/further details from/to The Principal at the College.
Closing date: 24th November, 1986.

Nelson and Colne College
Scotland Road, Nelson

1st January, 1987 or as soon as possible.
(1,000 full time, 10,000 part time on Roll)

Associate lecturer (60% OF LECTURER I) in adult basic education – including English and maths in a range of multi-racial classes and workshops.

Forms/further details from/returnable to The Chief Administrative Officer, Nelson and Colne College at the above address (large SAE please).
Closing date: 27th November, 1986. (4849)

BCT BRIGHTON COLLEGE OF TECHNOLOGY

Faculty of Engineering

Senior Lecturers in Microcomputer Technology

£12,615 – £15,873

To teach on BTEC Higher Diploma, Higher Certificate and short courses at a similar level.

A sound knowledge of 16-bit microcomputer hardware will be expected together with an ability to programme in Assembler and in at least one structured high level language used in engineering (Pascal, C or Ada preferred).

Preference will be given to applicants with experience in the applications of microcomputer systems in Data Communications and/or Control Engineering environments.

Relocation grants in approved cases.

Details and application forms from Personnel Office, Brighton College of Technology, Pelham Street, Brighton BN1 4FA, tel. Brighton (0273) 685971, ext. 322. Returnable by Friday, November 28 (ref. 694)

East Sussex is committed to equal opportunities (04853)

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd., copies of which are available on request.

COLLEGES OF FURTHER EDUCATION
continued

DURHAM
COUNTY COUNCIL
NEW COLLEGE DURHAM
Principal: D.L. Turner, B.A., Dip.Ed., F.B.I.M.
FACULTY OF TECHNOLOGY
LECTURER I IN MOTOR VEHICLE ENGINEERING
Applications are requested for the post of Lecturer I in Motor Vehicle Engineering. Duties to commence on 1st January, 1987, or as soon as possible thereafter.
Applicants should possess a Higher Certificate TEC or CGLI Full Technological Certificate in Motor Vehicle Engineering or other appropriate qualifications. Teacher training or teaching experience is also desirable. Experience in the motor vehicle industry in a supervisory or technical capacity is essential.
Further particulars and application forms, returnable by Friday, 28th November, 1986, may be obtained from the Principal, New College Durham, Framwellgate Moor Centre, Durham DH1 5ES on receipt of a stamped addressed foolscap envelope. (34695) 220026

ENFIELD
LONDON BOROUGH OF ENFIELD
SHIELDS FIELD
BUILT TEMPORARY LECTURER GRADE I FOR INFORMATION TECHNOLOGY
Applications are invited from suitably qualified persons for the above post from 1st January 1987 or as soon as possible thereafter for one term until 30th April 1987 to replace a member of staff who is to be seconded to industry.
SALARY SCALE - Lecturer Grade I (including London Weighting) £7,869 - £13,591. The initial placing on this scale depends on qualifications and experience.
Application forms and further particulars (SAE) from: The Principal, Enfield College, 18 Hertford Road, Enfield EN3 5HA. (Tel: 01-443 3434) Completed application forms are to be returned to The Principal by Friday 28th November 1986.
An Equal Opportunity Employer. (34851) 220096

ESSEX
CHELMSFORD COLLEGE OF FURTHER EDUCATION
Dovedale, Moulsham Street, Chelmsford CM2 0JQ
Applications are invited for the following posts:
SENIOR LECTURER IN BUSINESS & PROFESSIONAL STUDIES (Post 1)
to teach Accounting and other related disciplines as required.
LECTURER I IN ELECTRONIC ENGINEERING (Post 2)
to teach to BTEC Certificate/Diploma standard.
LECTURER I IN MECHANICAL ENGINEERING (Post 3)
to teach to BTEC Certificate/Diploma standard.
Salaries SL - £13,615 - £14,820 (bar) £10,873 for maximum 17 - £6,843 - £11,865 (max. £12,656) per annum.
Further details of the above posts may be obtained from the PRINCIPAL'S SECRETARY at the College. Please enclose S.A.E.
Closing date: 28th November, 1986.

THURROCK TECHNICAL COLLEGE
Woodview, Grays
Required as soon as possible.
POST 1 - SENIOR LECTURER IN ART AND DESIGN
to teach up to Foundation and BTEC Diploma levels and to assist the Dean and the Head of School in the Organisation and development of courses in Art and Design.
POST 2 - SENIOR LECTURER IN MANAGEMENT STUDIES
To teach a range of Management subjects up to Graduate/Post Graduate level and to contribute to the development and running of the School of Management and Industrial Relations.
The successful candidate will have significant practical or management experience together with an appropriate management qualification.
SALARY: Min. £12,897 (bar at Point 4) Max. £16,155 including Fringe Allowance.
Application form and further particulars may be obtained from the Principal to whom completed forms should be returned within fourteen days of the appearance of this advertisement.

BASILDON COLLEGE OF FURTHER EDUCATION
Nethermayne, Basildon, Essex
Required for January 1987.
DEPARTMENT OF BUSINESS STUDIES
LECTURER I IN SECRETARIAL STUDIES to teach a wide range of RSA and LCC courses. Ability to offer Medical or Legal Secretarial skills. The ability to offer Typing is desirable but not essential; word processing not essential but would be an advantage.
The successful applicant should be able to offer Typewriting, Office Practice, Shorthand and Word Processing/Information Processing.
Teacher training is desirable.
Salary Scale: Lecturer I: £6,843 - £11,865 plus outer London Weighting.
Application form to be returned by 28 November 1986.
Send for details from the Principal. (34893) 220026

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd., copies of which are available on request.

GRAMPIAN
REGIONAL COUNCIL
ABERDEEN COLLEGE OF COMMERCE
LECTURER II IN ART & DESIGN
Required to join a creation team involved in a wide range of design education. Applicants should have commercial experience in Graphics or Exhibition work. Experience in Photography an advantage.
Lecturer II will teach the two year full-time Diploma Course in Art and Design or equivalent, and day release classes in Graphics and Reprographics.
ABERDEEN TECHNICAL COLLEGE
LECTURER II IN BUILDING TECHNOLOGY SUBJECTS
Applicants should hold an appropriate qualification at Higher National Certificate level or above and have suitable industrial experience. Lecturers must offer expertise in Building Subjects at Technician Level.
Salary scale for Lecturer II posts, £9,093 - £13,398.
Application forms and further details from Director of Education (FE and Admin. Station), Woodhill House, Aberdeen AB9 2LU with whom applications (2 copies) should be lodged by December 1. (34603) 220026

GWYNEDD
COUNTY COUNCIL
COLEG TECHNEGOL GWYNEDD
ADRAN ADDYSG ADRAN ADDYSG BELLACH
COLEG TECHNEGOL GWYNEDD
Bangor
Yn eisiau ar gyfer 1af o Ionawr, 1987 neu cyn gynted ag y'n bosibl wedi hynny:
DARLITYDD ASTUDIAETHAU CLERCYDDOL A SWYDDFA
I ddysgu nytyrwyr Cymraeg Hyfforddir Ifanc, Swydd dros dro. Bydded ganddo galw siarad Cymraeg yn fantelaiol.
Cleo yn unol a Graddfa Addysg Bellach Burnham I ddarlithydd Graddfa I - £6,843 - £11,865.
Ffurflenni cais a manylion pellach ydynt ar gael oddi wrth y Prifathro, Coleg Technegol Gwynedd, Ffordd Ffriddoedd, Bangor (Ffôn: Bangor 341186). Dyddiad cau: 26 Tachwedd, 1986.

EDUCATION DEPARTMENT
FURTHER EDUCATION
GWYNEDD TECHNICAL COLLEGE
Bangor
Required for 1st January, 1987, or as soon as possible thereafter:
LECTURER IN CLERICAL AND OFFICE STUDIES
To teach Youth Training Scheme trainees. Temporary post. Ability to speak Welsh will be an advantage.
Salary in accordance with Burnham F.E. Scale for Lecturer Grade I - £6,843 - £11,865.
Application forms and further particulars from the Principal, Gwynedd Technical College, Friddoedd Road, Bangor (Tel: Bangor 341461). Closing date: 26 November, 1986. (34927) 220026

HEREFORD AND WORCESTER
COUNTY COUNCIL
HEREFORDSHIRE TECHNICAL COLLEGE
DEPARTMENT OF COMMERCE AND GENERAL EDUCATION
LECTURER I IN BUSINESS STUDIES/INFORMATION PROCESSING
This post offers an excellent opportunity for participation in the development of BTEC National Diploma/Certificate and kindred courses designed to meet the emergent needs of industrial and commercial organisations.
Further details may be obtained from the Principal's Secretary, Herefordshire Technical College, Folly Lane, Hereford HR1 1LS (Tel: Hereford (0432) 267311, Ext. 301). Please send a stamped addressed envelope.
Commencing salary £6,843 - £11,865 (is dependent upon qualifications and experience) with opportunities for eventual progression to £13,656.
Applications should be submitted within two weeks of the appearance of this advertisement. 220026 (34628)

NOTTINGHAMSHIRE
COUNTY COUNCIL
BURNHAM COLLEGE OF FURTHER EDUCATION
Lilac Road, Burnham
Nottingham NG9 4AH
LECTURER II IN OFFICE SKILLS
Salary £8,885 - £13,656 p.a.
Required for January, 1987 or as soon as possible thereafter to teach Secretarial Skills on a wide range of courses and modes of study. Applicants should be suitably qualified and experienced persons to co-ordinate the V.T.S. Training for Skills Programme within the Department of Business Studies. Candidates should be qualified teachers with experience of teaching, the post is also suitable for a person with experience of the Youth Training Scheme.
Entry point on the scale according to qualifications and experience.
Application forms and further details are available from the Acting Principal at the College. Closing date 28 November.
An Equal Opportunity Employer. (34878) 220026

HERTFORDSHIRE
COUNTY COUNCIL
EQUAL OPPORTUNITIES EMPLOYER
ST ALBANS COLLEGE
DEPARTMENT OF BUSINESS STUDIES
LECTURER I (2 posts) in Secretarial Studies required from 3 or 12 January, 1987 on temporary full-time contracts. The appointment is to cover for staff maternity and sickness absence and will be for the Spring term in the first instance with the possibility of extension. The successful applicants will need to teach Teeline Shorthand and Typewriting; a knowledge of Word Processing would be desirable but is not essential. The experience of teaching on an assignment-based programme with and integrated approach would be advantageous.
Salary scale: £6,843 - £11,865/£13,656 plus £282 London Fringe Allowance.
Further details and application form from the Principal, St Albans College, 29 Hatfield Road, St Albans, Herts. AL1 3RJ. Tel: (0727) 50423.
Closing date for applications: 28th November 1986. (34731) 220026

LANCASHIRE
BLACKPOOL AND FYLDE COLLEGE OF FURTHER AND HIGHER EDUCATION
DEPARTMENT OF SOCIAL & HEALTH STUDIES
ASSOCIATE LECTURER IN SOCIAL SERVICE AND COMMUNITY CARE
Closing date: 24th November, 1986
For further details and application form apply to The Principal, Blackpool and Fylde College of Further and Higher Education, Ashfield Road, Bispham, Blackpool FY2 0HU.
LANCASHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER. (34685) 220026

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
COALVILLE TECHNICAL COLLEGE
Bridge Road, Coalville, Leicester LE67 3QR
DEPARTMENT OF BUSINESS AND MANAGEMENT
LECTURER I
Lecturer I required as soon as possible to become part of a team teaching a range of BTEC Business Studies courses. Candidates should be able to offer at least two of the following subjects: Marketing, Commerce, Accounting, Banking Studies, Mathematics and Statistics.
Applicants should have a University Degree or suitable professional qualifications and teaching qualification is desirable.
Further details are available from the Principal, Coalville Technical College. (34649) 220026

MERTON
LONDON BOROUGH OF MERTON
MERTON COLLEGE
LECTURER GRADE II IN COMPUTER STUDIES AND ENGINEERING AND ALLIED SUBJECTS
The School of Engineering at Merton College has a vacancy for a suitable qualified and experienced person to teach Computer-Aided Engineering and Allied Subjects. The successful candidate will be expected to lead a team developing work on a range of courses including NC/CNC Machine Tools, CADCAM and CADMAT.
The appointment will be in the Lecturer Grade II Scale which is currently £8,078 - £12,545 p.a., plus £1,038 p.a. London Allowance, the starting point being dependent upon experience and qualifications.
Further particulars and an application form can be obtained from the Registrar, Merton College, Morden Park, London Road, Morden, Surrey SM4 5QX. The closing date for the receipt of completed applications is within two weeks of the date of this advertisement. Candidates who applied recently for a similar post at this College and who wish to be considered for this also should notify the Registrar. They will not need to complete another application form.
Merton is an Equal Opportunities Employer. 220026 (34997)

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunities Employer)
RICHMOND UPON THAMES COLLEGE (TERTIARY)
LECTURER II ELECTRONIC ELECTRICAL ENGINEERING
For details refer to TERTIARY section. (34888) 220026

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
EDUCATION COMMITTEE
RICHMOND UPON THAMES COLLEGE
LECTURER I - SPECIAL EDUCATIONAL NEEDS - Two Term Appointment
Salary: £6,843 - £11,865 plus £726 Outer London Allowance
Required from January 1987 or as soon as possible thereafter.
The successful applicant will join a small team of full and part-time lecturers developing and implementing the curriculum for students with a wide range of moderate special educational needs. Applicants should have qualifications relevant to this area of work, and should desirably have experience of the 14-19 age group. Commercial or industrial experience would be an additional advantage.
LECTURER I - ENGLISH AND COMMUNICATION
Salary: £6,843 - £11,865 plus £726 Outer London Allowance.
TWO TERM APPOINTMENT - The successful applicant required to teach across a range of English GCE and communication courses. This appointment is available from 1st January 1987 because of the expansion of relevant courses.
Forms and further details (foolscap envelope please) from Administrative Assistant (Personnel), Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ, returnable by 28th November 1986. (34361) 220026

SOMERSET
COUNTY COUNCIL
YEOVIL COLLEGE
Yeovil
(Tertiary College)
For January 1987, LECTURER I IN BUSINESS STUDIES, to teach Organisation in its Environment, Marketing and General Business Studies to a wide range of courses. Ability to offer Management Studies would be an advantage.
Salary £6,843 - £13,656 (under review), starting point dependent on qualifications and experience.
Application form and further details from the Director of Resources, Yeovil College, Mickleover Road, Yeovil, Somerset BA21 3HA (send a stamped addressed envelope please). Tel: (0935) 23981.
Closing date 28th November 1986.
An equal opportunities employer. (34495) 220026

UXBRIDGE TECHNICAL COLLEGE
Park Road, Uxbridge, Middlesex UB8 1NQ
LECTURER GRADE I in Electrical Installation.

A post will become vacant from 1st January 1987 and applications are invited from suitably qualified electricians who may be considering a change in career. Previous teaching experience is not essential.

Salary Scale: Lecturer Grade I £6,843 to £11,865 per annum the starting point depending on qualifications, teaching and industrial experience. Plus Outer London Allowance £726 per annum.

Applications from disabled persons will be welcomed.

Application forms and further particulars from: The Principal, Uxbridge Technical College, Park Road, Uxbridge, Middlesex UB8 1NQ, returnable within fourteen days of the date of this advertisement.

London Borough of Hillingdon (04833)

TRESHAM COLLEGE

Lecturer Grade 2 in

LEISURE MANAGEMENT

Based on 2 sites in Corby and Kettering, Tresham College has some 1,500 full-time and 6,000 part-time students.

Although mainly a rural county, Northamptonshire has a large number of thriving local and national businesses with which the college has built up close contacts, so ensuring courses are highly relevant to the commercial world.

This, in return, has helped us earn an excellent reputation in the world of education and commerce. To join us and keep up this reputation we are now looking for a lecturer who will provide leadership in the development of Leisure Management courses within the Department of Business and Management Studies, to start 1st May, 1987 or earlier if possible.

As Team Leader you will, initially, be concerned with the newly approved BTEC National Diploma in Leisure Studies, but it is hoped that other courses will be developed in the near future.

This is a challenging post which offers considerable scope for initiative. Applications are, therefore, invited from people who are properly qualified and experienced in this area.

The salary will be at the Lecturer Grade 2 level of £8,695 - £13,656 (under review). F.E. Conditions of Service will apply. The County Council welcomes applications regardless of racial or ethnic origin, sex, marital status or disability.

Details of this post can be obtained on receipt of a large SAE from:
The Principal's Secretary, Tresham College, St. Mary's Road, Kettering, Northants, NN15 7BB.
Closing Date: 28th November, 1986. (16610)

HUMBERSIDE COUNTY COUNCIL

North Lindsey College of Technology

Kingsway, Scunthorpe. S. Humberside DN17 1AJ

Required for 1st January 1987 or as soon as possible thereafter.

Lecturer II – Management & Trade Union Studies

Applicants should be Graduates or be professionally qualified with relevant industrial experience. The person appointed will be expected to promote the development of both Management and Trade Union programmes of study, and contribute to the teaching of Management and Business studies.

Salary scale – Burnham F.E. £8595-£13,656
Closing date for applications:

Further information and application forms available from the Principal as above. (S.A.E. please)

Tel (0724) 855022 (04879)

COLLEGES OF FURTHER EDUCATION
continued

SEFTON

METROPOLITAN BOROUGH OF SEFTON
SOUTHPORT COLLEGE OF ART & TECHNOLOGY
Merchanton Road, Southport, Merseyside PR9 0TP
LECTURER I in NURSERY NURSING
Required for April 1987 to teach Education Studies/Child Development. Teaching qualification and experience in teaching infants essential. Special needs experience would be an advantage.
HALF-TIME LECTURER I in HOTEL RECEPTION OPERATIONS
Hours for January 1987 (15 hours per week, of which 11 hours is teaching).
Appropriate qualifications and industrial experience is required, especially in computerised accounting terminals. Salary will be half of that for the appropriate incremental point on the Lecturer I scale.
For both these posts, application forms and further details are available, on receipt of s.a.e., from the Director of Personnel.
SENIOR LECTURER I/c DIVISION OF CATERING OPERATIONS
Which provides courses in catering craft studies, including professional cookery, food service, alcoholic beverages, hotel reception, accommodation services, together with BTEC National Diploma in Hotel Operations.
The successful candidate will have qualifications and substantial experience (even on the teaching of one or more aspects of the Division's work.
Application forms and further details are available, on receipt of s.a.e., from the Principal of the College, to whom completed forms must be returned by 28th November 1986. (349401 220026

SHROPSHIRE

OSWESTRY COLLEGE
Colleys Road, Oswestry, Shropshire SY11 2SA

Tel: Oswestry 653067

Required for January 1987. Permanent, Full-time Lecturer I to teach up to BTEC II in Electronics/Electrical curriculum area. Candidates are expected to be qualified at Degree/HNC level and have relevant industrial and/or teaching experience.

Further details and application forms from the Principal. Closing Date 28th November 1986. (34860) 220026

STAFFORDSHIRE

STOKE ON TRENT TECHNICAL COLLEGE
LECTURER GRADE I IN COMPUTING
£6,843 - £11,865 progressing to £13,656
Application forms and further particulars are available from the Principal's Secretary, Stoke on Trend Technical College, Moorland Road, Burslem, Stoke on Trent ST6 1JJ.
Canvassing will disqualify. Trade Union membership encouraged.
An Equal Opportunity Employer.
Staffordshire County Council. (34917) 220026

SUSSEX

CRAWLEY COLLEGE OF TECHNOLOGY
College Road, Crawley, Sussex
Required for 1st January, 1987 Lecturer Grade I/II in Aerospace Engineering. Salary Scales - Lecturer I £6,843 - £6,865 + £2225 p.a. Lecturer II - £8,595 - £13,656 + £225 L.W.
Application form and further details available from the Principal on receipt of s.a.e.
Completed forms to be received within two weeks of the date of this advert. (34095) 220026

WARWICKSHIRE

MID-WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
Warwick New Road, Leamington Spa CV32 5JE

LECTURER I - LEGAL ASPECTS OF BUSINESS

Required to teach the Law component on a range of Business, Banking, Management and Secretarial courses. The ability to offer a second Business subject would be advantageous. The post is to be filled from 1st January or as soon after that date as possible.

Details and application form available from the Principal's secretary and should be completed and returned to the Principal by 21st November.

Warwickshire is an equal opportunities employer. (34455) 220026

WEST SUSSEX

EDUCATION DEPARTMENT
SENIOR LECTURER
CHICHESTER COLLEGE OF TECHNOLOGY
Required as soon as possible, Lecturer II in Business Information Technology. This post is located in the Department of Management and Business Studies and will involve teaching COBOL and other commercially related computing topics across a range of GCE, BTEC and Management courses. Knowledge of other programming languages, and recent commercial experience desirable.
Application form and further details available from The Registrar, Chichester College of Technology, Westgate Fields, Chichester PO19 1SB (s.a.e. please). (35588) 220026

BIRMINGHAM

UNIVERSITY OF BIRMINGHAM
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
Examinations and Assessment Research Unit
RESEARCH FELLOW

Applications are invited for a Research Fellowship funded by the West Midlands Examinations Board, for two years from 1st April 1987 to investigate the extent to which work produced by pupils for GCSE examinations fulfils syllabus aims and objectives. Candidates should have experience of teaching and assessment at the secondary school level, and an interest in educational psychology would be desirable.

Salary scale £9,020 - £13,700 (depending on qualification, superannuation, etc.). Salary will depend upon age and experience of the successful applicants, who are likely to be employed by the University under the provisions of the Pay Agreement. For further details and application forms (quoting ref. 86/EP) please send a stamped addressed envelope to: Personnel Office, University of Birmingham, Birmingham B15 2TT, to whom applications should be made by Monday, 24th November 1986.

(An Equal Opportunities Employer). (34334) 290000

BIRMINGHAM

UNIVERSITY OF BIRMINGHAM
DEPARTMENT OF THE HISTORY & PHILOSOPHY OF EDUCATION

RESEARCH POST IN RELIGIOUS EDUCATION IN THE EARLY YEARS

(RE-ADVERTISEMENT)

Applications are invited for the above post, tenable for two years from the date of appointment, which it is envisaged will be 1 April 1987, or as soon as possible thereafter. The successful applicant will lead a team of teachers in the development of new methods for multi-faith Religious Education for young children, prepare resulting materials for publication and take part in dissemination and in-service training. The appointment will be made at Research Associate or Research Fellow level, depending upon the qualifications and experience of the appointee. Applicants should have experience of teaching young children; they should be graduates, preferably in Religious Studies/Theology/Religious Education, although applicants from a wide range of appropriate backgrounds will be welcomed. In the case of applicants who are already employed the University may be prepared to consider the possibility of secondment. Salary on the scale £7,055 - £9,495 (Research Associate) or £8,030 - £12,780 (Research Fellow) plus superannuation.

Further particulars from Assistant Registrar (Education), University of Birmingham, P.O. Box 363, Birmingham B15 2TT, to whom applications (10 copies - overseas applicants, 1 copy) should be sent by 12 December 1986.

An Equal Opportunities Employer. (34190) 280000

HONG KONG

UNIVERSITY OF HONG KONG

Applications are invited for the following teaching posts tenable from November, 1987:

DEPARTMENT OF EDUCATION

(1) Lecturer in Educational Administration and School Management

(2) Lecturer in Educational Measurement and Evaluation

(3) Lecturer in Educational Psychology

Applicants should have a good honours degree, a higher degree in education, and have had relevant teaching and research or professional experience in the specified area.

DEPARTMENT OF PROFESSIONAL STUDIES IN EDUCATION

(4) Senior Lecturer/Lecturer in Physics/Computer Studies

(5) Lecturer in Economics

(6) Lecturer in English Language

(7) Lecturer in Physics/Computer Studies

Applicants should have an honours degree in the subject concerned, a professional teaching qualification, and recent teaching experience in secondary schools. Experience of curriculum development is desirable, and a higher degree would be an advantage. Appointees will teach in postgraduate Certificate in Education programmes and have opportunities to contribute to advanced courses and research supervision.

For posts (5) - (7), appointments will be made on fixed-term contracts ending June 30, 1990.

All applicants should indicate CLEARLY which post they wish to be considered for.

Annual salaries (superannuable for posts (1) - (4), non-superannuable but with a 32% bonus (taxable) terminal gratuity for posts (5) - (7) are on the scales: Senior Lecturer: HK$474,880 - 555,360 (9 points) (approx. £29,000 - £35,280); Lecturer: HK$176,880 - 395,580 (11 points) (approx. £10,080 - £25,200); Sterling equivalent is as at October 1985).

At current rates, salaries tax will not exceed 17% of gross income. Housing benefits at a rate of 14% of salary, children's education allowance, leave, and medical benefits are provided.

Further particulars and application forms may be obtained from the Secretary General, Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF, quoting the appointments unit Reference Number 7A/86/1, Hong Kong, to whom applications should be sent by November 7th, 1986. (34341) 290000

CO. ANTRIM

UNIVERSITY OF ULSTER
Faculty of Education
LECTURER GRADE II IN EDUCATION (INFANTS)
Ref: 186/327
To contribute to the teaching in the B.A. Degree with Honours Primary Course, to lead in leading the development and teaching of mathematics education at both initial and in-service levels and to conduct research into the curriculum of the primary school.
Applicants should hold a good honours degree in Education, and a postgraduate qualification or substantial experience in the primary school curriculum. Recent successful experience of teaching the 4-7 age range is essential.
Initial salary scale determined by age, qualifications and experience within the University Lecturers' scale: £8,030-£13,700 per annum (under review).
Further details and application forms obtained from the Staffing Officer, University of Ulster at Jordanstown, Shore Road, Newtownabbey, Co. Antrim BT37 0QB. (Tel: Belfast (0232) 365131 Ext. 2243) to whom applications should be sent not later than 28th November, 1986. (34339) 280000

SHEFFIELD

THE UNIVERSITY OF SHEFFIELD
MRC/ESRC SOCIAL AND APPLIED PSYCHOLOGY UNIT/DIVISION OF EDUCATION
ESRC 16-19 INITIATIVE
RESEARCH OFFICER
Applications are invited from qualified candidates for a post of Research Officer, to collate team research on economic and political socialization among Youth. The project forms part of the ESRC 16-19 Initiative, and the post is held jointly by the Division of Education and the Social and Applied Psychology Unit. The research officer should have skills in interviewing and quantitative analysis, and will also be expected to undertake some ethnographic research. A knowledge of the 16-19 age group is important.
Salary at an appropriate point within the Research and Analogous Range 1B (£7,055 - £9,495), 1A (£8,020 - £12,780), according to age, qualifications and experience.
Further particulars may be obtained from Mrs N. Sheridan (Tel: 0742 756600, Ext. 265).
Applications, including a curriculum vitae and the names of two referees to be sent to Dr. Michael Banks, MRC/ESRC Social and Applied Psychology Unit, The University, Sheffield S10 2TN to arrive by 24 November 1986.
An Equal Opportunities Employer. (34687) 280000

Research Posts

HERTFORDSHIRE

TVEI INTER-AUTHORITY RESEARCH PROJECT: MODULARISATION DEVELOPMENT
Buckinghamshire, Cambridgeshire and Hertfordshire
Required from 1st April 1987 for nineteen months a team of FOUR PART-TIME RESEARCH ASSISTANTS, one for each of the four fields of: Business Studies, Information Technology, Design Technology, Technology, including Manufacturing and Control Technology.
It is anticipated that successful applicants will be experienced teachers or lecturers and will obtain part-time secondment from their present posts. They will form part of an inter-authority research team led by a full-time co-ordinator. One researcher will be based in each of the four participating authorities.
Re-advertisement - previous applicants will be considered and need not reapply.
Further details and an application form can be obtained from: The Project Co-ordinator, The Grange, Divisional Education Office, High Street, Stevenage. (34350) 290000

Fellowships, Studentships and Research Awards

CAMBRIDGE

SCHOOLTEACHER FELLOW COMMONERSHIPS
SIDNEY SUSSEX COLLEGE Cambridge

The College proposes to elect for one term in 1987-88 up to three Fellow Commoners from the teaching profession in the secondary education system of England, W.Ireland and Wales. Each Fellow Commoner, during the term for which he or she is elected will be a full member of the High Table and Senior Common Room, with free accommodation in college and all meals at the college table with no charge for drinks. £75 will be made for out of pocket expenses. It is intended that the successful candidates will use the term for research, writing or study.

Application forms may be obtained from the Master's Secretary, Sidney Sussex College, Cambridge CB2 3HU, to whom it should be returned by 31st January 1987. (34941) 35000

CAMBRIDGESHIRE

NEW HALL
Cambridge

New Hall seeks to appoint two Schoolteacher Commoner Fellows, not for one term in the academic year 1987/88. Applications are invited from teachers in any subject for a Clothworkers' Company Fellowship and specifically from teachers of chemistry or history. Company fellowship.

Particulars may be obtained from the President, New Hall, Cambridge, to whom applications should be sent by 5th January 1986. 35000

OXFORD

ST. HILDA'S COLLEGE Oxford
A SCHOOLMISTRESS FELLOWSHIP will be offered to able in History or Trinity Term 1986.
Candidates must be prepared to teachers engaged in sixth form work.
Particulars may be obtained from the College Secretary. Closing date for applications 11th February 1987. 34432 35000

Colleges of Higher Education

Other Appointments

LUTON

LUTON COLLEGE OF HIGHER EDUCATION
Park Square, Luton LU1 2JD
DEPARTMENT OF BUSINESS STUDIES & PUBLIC ADMINISTRATION REQUIRES
LECTURER GRADE I IN BUSINESS STUDIES
(£6,843-£11,865)
To teach Finance and Quantitative Techniques to advanced level business studies students.
Preference will be given to suitably qualified applicants with Computer Systems Business experience.
Details and application forms from Assistant Director (LCHE, Putteridge Bury, Hitchin Rd., Luton LU2 8LE to Luton 34111. Ext. 36. 34006

COLLEGES OF HIGHER EDUCATION
continued

CAMBRIDGESHIRE

HOMERTON COLLEGE
Cambridge

0.5 LECTURER II/SENIOR LECTURER IN READING/PSYCHOLOGY OF EDUCATION

(Re-Advertisement)

Applications are invited from suitably qualified and experienced persons for the post of 0.5 permanent lecturer in the teaching of reading and language; candidates should have appropriate qualifications in psychology of education. Recent successful school teaching experience in primary schools is expected in all applications.

It is hoped that the successful candidate will be able to start from 1 April 1987 (or sooner if possible). Salary scale Burnham FE Lecturer II/Senior Lecturer: £8,595 - £13,873 p.a.

Further details and application forms may be obtained from the Principal, Homerton College, Cambridge CB2 3PH, to whom completed forms should be returned by Friday, 28 November 1986. (30819) 340026

Community Homes and Associated Institutes

Other Appointments

AVON COUNTY

KINGSWOOD SCHOOL'S SPECIAL (SECURE) UNIT
Constantine Road, Kingswood, Bristol BS15 2DJ
Required from 1st January 1987, a teacher of Art and general subjects, to work as a member of a multi-disciplinary team helping disturbed/delinquent adolescent boys. High staff/pupil ratio.
J.N.C. Scale 3 (1-5) conditions. Burnham Scale 1 (1-5) A.S.A. of £1,372 pa + S.U. Allowance of £387 pa + E.D.A. of £2,950 pa for an average of fifteen hours work extraneous duty over 38 weeks pa.
Further details from the Headteacher (0272 Bristol 603245) to whom letters of application should be sent before 30th November with full cv and names of two referees, enclosing sae.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (346327 400086

Youth and Community Service

AVON COUNTY

ASSISTANT YOUTH WORKER
WITHYWOOD YOUTH CENTRE
Queens Road, Withywood, Bristol
Salary: Scale INC 3 (1-5) £9,054 - £10,122
Applicants should be qualified in accordance with JNC Conditions of Service for Youth and Community Centre Workers.
For an informal discussion, please contact Thomas Nisbett, Area Youth Office. Tel: Bristol (0272) 654044.
Application by form only, available with further details from the Director of Personnel Services, PO Box 310, Avon House, The Haymarket, Bristol BS99 7HE, or Tel: Bristol 298565 (Ansafone on this number after office hours).
Please quote reference number CMU/444/C1 when asking for forms which must be returned by 5th December 1986.
Community Leisure Department.
Avon is an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (34629) 440000

BERKSHIRE

ROYAL COUNTY OF BERKSHIRE AND WOODLEY TOWN COUNCIL

NEIGHBOURHOOD YOUTH AND COMMUNITY WORKER
£9,054 to £10,122 per annum

Required for the Woodley area and based at Bulmarshe Centre, to continue development of Neighbourhood Work. He/she will be expected to encourage and establish the development of range of informal and community based educational and recreational activities, aimed principally at young people, but also seeking to involve co-operation and participation of the local community. Applicants should have initiative, drive, organising ability, be able to work alone with regular and energetic support, and be qualified Youth and Community Workers or teachers with youth work experience.

For informal discussion, telephone Peter Jones, District Youth and Community Officer on Wokingham 785913.

Job Specification and application form from Director of Education (YCS), Shire Hall, Shinfield Park, Reading RG6 9XE. (SAE please). (34405) 440000

STAFFORDSHIRE

YOUTH AND COMMUNITY SERVICE
THE BLAKE COMPREHENSIVE SCHOOL, Burntwood
YOUTH AND COMMUNITY TUTOR, SCALE 3
Applications are invited from qualified and suitably experienced teachers for the post of Youth and Community Tutor (Scale 3), based at the Blake Comprehensive School to work in the School, the adjoining Youth Centre and the community in the Hednesford area.
Applicants should have a Youth and Community Service and/or Social Education background and possess managerial and organisational skills.
Application forms and further particulars from the Chief Education Officer, Youth and Community section, Tipping Street, Stafford ST17 4ZBH. (Tel: Stafford 223121 Ext: 6942/3/5).
Canvassing will disqualify. Give names/addresses of two referees.
Closing date 10 days from publication.
Staffordshire union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. 440000 22014. (34435)

WEST GLAMORGAN

NEATH Y.M.C.A.
GENERAL SECRETARY
Applications are invited from experienced, fully qualified youth and community workers for the above full-time post.
Salary JNC Range 3 (points 1 - 5).
Full particulars and Application Form from: Mr. K. Chapple, 1, Station Place, Cadoxton, Neath SA10 8BE. (34614) 440000

Overseas Appointments

BAVARIA

MUNICH
Young German woman, former-school teacher of English, wants to exchange job and home with German speaking teacher in London, academic year 87-88.
Full details: Tel: 0235 22014. (34435) 460000

University Appointments

BELGIUM

THE BRITISH SCHOOL OF BRUSSELS

Requires a HEAD OF ENGLISH either for the summer term of the autumn term 1987. Experienced graduate to lead team of five to teach throughout secondary age range including Oxbridge tuition.

Applications with full curriculum vitae to The Headmaster, The British School of Brussels, Steenweg op Leuven 19, 1980 Tervuren, Belgium. (30264) 460000

EUROPE/USA

An exciting opportunity to work abroad 1987/8

Student language teachers are invited to apply for post-to-post exchanges of between 6 weeks and 1 year in Austria, Belgium, France, FRG, Spain, Switzerland, USSR.

Primary, secondary, Tertiary teachers/lecturers of all subjects are invited to apply for post-to-post exchanges in the USA for academic year minimum 4 years teaching experience.

Teachers are seconded on full salary with incremental and pension rights safeguarded.

A cost of living allowance and the cost of return travel are payable to participants.

For further details send A4 SAE indicating country of interest to Central Bureau, CTX73, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-486 5101. Ext. 274. (30963) 460000

ITALY

LANGUAGE INSTRUCTORS
Rome, Italy

MUST be mature, energetic, qualified T.E.F.L. graduates with strong clear voices. Preferred age 26+. Only serious professionals considered. Rome, Congiu.

Send C.V. + Photo + refs. + S.A.E. to S.R.E.C., 18 Bentinck Street, London W1 (30263) 460000

ITALY

Governess/Nanny. Excellent family, two children, graduates teach them English. Tel: 01-946 5728. (34863) 460000

ITALY

Experienced EFL teachers required immediately by large, established, authorised school of English, also using English through Theatre. Applicant should have degree, relevant experience teaching English to foreigners, some knowledge of Italian and an RSA Preparatory or equivalent teaching certificate.

Salary from 800,000 to 1,000,000 Italian lire per month.

Excellent possibility for advancement. Extras include the passage from Britain and substantial accommodation.

Write enclosing telephone number, full c.v. and address, recent photograph, references and photocopies of degree/diplomas to: The Director, Lord Byron College, Via Spurgo, 101, Bari 70121, Italy. (30498) 460000

ITALY

LANGUAGE INSTRUCTORS
Rome, Italy

MUST be mature, energetic, qualified T.E.F.L. graduates with strong clear voices. Preferred age 26+. Only serious professionals considered. Rome, Congiu.

Send C.V. + Photo + refs. + S.A.E. to S.R.E.C., 18 Bentinck Street, London W1 (30263) 460000

ITALY

Governess/Nanny. Excellent family, two children, graduates teach them English. Tel: 01-946 5728. (34863) 460000

KENYA

Teach Science in Kenya Prep School Nairobi. Common entrance syllabus £650/month.

Contact Leigh Crenswick P.O. Box 43090 Nairobi. Nairobi 891555 eventings. (34253) 460000

KENYA

Quality Private School in Mombasa Knowe with international exposure required for January or May -

1. Physics/Mathematics Teacher who could teach one of these subjects to 'O' Level.

2. Physics/Chemistry Teacher with experience in Top Infant/Junior or, preferably, Preparatory School.

Both teachers will work in an excellent atmosphere and should be willing to contribute to the life of the School.

Interviews will be arranged during December in England.

Please send by Airmail C.V. and references to the Headmaster, P.O. Box 86487, Mombasa, Kenya before 5th December. (34750) 460000

KENYA

English teacher mainly juniors, but up to 'O' level. Also a class teacher for upper primary school. Both needed January 1987 private school Nairobi.

Details from Professor P.E. Fordham, Department of Adult Education, Southampton University, Southampton SO9 5NH. (34989) 460000

KUWAIT

Students/Teachers required for Summer School for the periods 6th June to 1st July, 4th to 29th July and 1st to 30th August.

Return passage, free accommodation, and free salary. Male and Female teachers of English, Drama, Music, Physical Education (All Activities), Computer Studies, Art and Crafts.

Send full curriculum vitae, recent photograph, contact telephone number and dates available to: The Principal, Gulf English School, PO Box 6320, 32038 Hawalli, Kuwait, Arabian Gulf.

Interviews in London late February/early March 1987. (30445) 460000

KUWAIT

GULF ENGLISH SCHOOL (In September 1987 the following vacancies will occur:

PRIMARY DEPARTMENT: (Ages 1200)

Experienced Teachers (3/4 years)

Infant Teachers (4½-7½)

Junior Teachers (7½-11½)

EFL & Computers.

SECONDARY DEPARTMENT: (Ages 12-18)

Graduate Teachers of: Mathematics, Computer Studies, Music, English, Drama, General Science, Chemistry, Geology, Art, Economics, Social/General Studies and a Specialist Teacher of EFL.

TERMS: Two year contract (renewable), annual economy London/Kuwait/London passage, baggage allowance, free furnished, air conditioned accommodation, electricity, water and sea/storage. No absence bonus, annual gratuity, insurance and annual tax free salary.

Applications from single teachers and married teaching couples without children.

Air mail full c.v. and recent photograph to: R.W. Sherfield, M.Sc., Principal, Gulf English School, PO Box 6320, 32038 Hawalli, Kuwait, Arabian Gulf.

Interviews in London late February/early March 1987. (30448) 460000

SAUDI ARABIA

ESL Teacher wanted for Saudi Arabia for three months with possibility of extension, preferably with Arab world experience. £1,000 per month.

Please write with full C.V. to Mr P. W. Maule, The Centre for British Teachers Limited, Quality House, Quality Court, Chancery Lane, London WC2A 1HP. (34724) 460000

SAUDI ARABIA

SAUDI ARABIAN INTERNATIONAL SCHOOLS
Dhahran District

Teaching couples preferred but single status applicants will be considered.

Minimum of 2 years Primary or Middle School teaching experience in any combination of the following curriculum areas would be advantageous but not essential. Professional career advancement opportunities available.

COMPUTER EDUCATION: SCIENCE: MATHS: PHYSICAL EDUCATION: MUSIC.

Salary Range: £10,929 to £18,332 Per Person.

Benefits: Furnished housing with paid utilities. Annual home leave - travel paid. Termination bonus. Health insurance. Car Loan.

Duration of Contract: Two years (renewable).

Commencing: Late August 1987.

Interested parties should send letter of application and curriculum vitae as soon as possible to: Personnel Director, Saudi Arabian International Schools, P.O. Box 81, Dhahran International Airport, Dhahran 31932, Saudi Arabia. (34620) 460000

TEACH OVERSEAS

JOIN THE INTERNATIONAL EDUCATOR'S INSTITUTE

And receive its quarterly newspaper featuring overseas, U.S., and international school staff recruitment ads, advice and other significant benefits.

Write to: TIE U.K. Coordinator, 20 Lindfield Road, Ealing, London W5 1QR, England. (338871 460000

PARIS

Teacher of Music required by Sept. 1987.

Applications including curriculum vitae and photo to: Headmaster, British Lycée, 7 Cité Pelleport, Paris, Cherbin d'Ingy. 75938 Bougival. (34691)

SPAIN

SPECIALIST ENGLISH
Oviedo, Spain

Required Sep. 1987. Ideal experience for adults. Sociability, motivation and ability to improvise important. Spanish important. Technical English useful.

Apply with C.V., letter, passport photo, references and photo to: Specialist English, Martinez Tornero, 2, Oviedo. (31458)

SPAIN

Experienced TEFL teachers required urgently.

Send C.V. with photo, Marqués de Molins, 130, Valencia, Spain. 0855. (34131)

SPAIN

COLEGIO HISPANO-NORTEAMERICANO
Aparitado de Correos, 93, Valencia

Early vacancy: Infant teacher needed to begin Jan. 1987, for children aged in international school. Two year contract.

Send C.V. to Director. Telephone interview to follow.

Teachers also needed for September, 1987, for children aged 3-13. Modern facilities, good weekly salaries, competitive salary and benefits. Expenses rewarded. Mathematics and Science skills a plus.

Send C.V. to Director for interview late February. (34468)

SPAIN

BARCELONA

Teachers required for 3-5 Years, mainly for occupational personnel.

Min. qual. RSA Pref exp.

Send CV & Photo to Ph. Lunn, 3 Victoria House, Long Acre, London WC2 9PA. (34985)

Administration Local Education Authority

BEDFORDSHIRE

EDUCATION SERVICE
Computing Adviser For Management Information Systems

6 month MSC-funded post (Grade SO1 £10,569pa)

Required as soon as possible a person to provide special information technology support to an M.I.S. team supporting the Information Technology facilities of Bedfordshire Education Authority and its 3 colleges for planning and budgeting purposes.

Application form and further particulars from: Chief Education Officer, County Hall, Bedford. Ref: FEX (Tel: 0234 268156).

Closing Date: 18th November 1986. (34198) 460000

CAPSTAN CAREERS CENTRE

CAREERS ADVISORS

Independent Career Centre soon opening in the Stoke on Trent area, requires one or more qualified Careers Advisers to work part time. Would ideally suit a working mother, or practising Careers Teacher/Counsellor.

Capstan Careers has offices in Manchester, Maidstone and Brighton and is quickly expanding to provide a national network.

Apply by letter to C. Dennis, Capstan Careers Centre, Wellington House, Ashford Road, Maidstone, Kent ME14 5BM. 460000 (30776)

Post Overseas

Spain

Senior Lecturer in Applied Linguistics and English Language, University of the Basque Country, Vitoria

Duties: to teach Applied Linguistics and Linguistics to fourth and fifth year undergraduates.

Qualifications: MA in Linguistics or Applied Linguistics essential; PhD preferred. Candidates should be British or Commonwealth citizens with at least five years' university teaching experience, including two overseas.

Salary: pesetas 1,560,000-2,070,000 per annum depending on qualifications (£1=195 pesetas approx).

Benefits: return airfares, baggage allowance and tax-free subsidy of pesetas 40,000 per month.

Contract: two years, renewable, starting as soon as possible.

Closing date for applications: 28 November 1986.

Reference: 86 B 56T

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

The British Council

Ministry of Defence Service Children's Education Authority Senior Teaching Appointment in Holland

The Ministry of Defence invites applications from suitably qualified and experienced individuals for the following post in Holland which is to be filled from the Summer Term 1987.

Headteacher
Afcent School, Brunsaum, Holland (Group 5).

The successful candidate will be expected to co-ordinate the activities of the British Section of Afcent International School. The responsibility will be for First and Middle School pupils (5-13).

Salary is in accordance with the current Burnham Scales. In addition, the London Area Allowance currently £1110 per annum, is payable.

Superannuation normal rights are safeguarded.

Foreign Service Allowance A tax free allowance is payable.

Accommodation is normally provided rent free.

Duration of Engagement initially for a period of 3 years.

Applicants should normally be resident in the United Kingdom.

The Civil Service is an equal opportunities employer.

Requests for an application form and further details should be made to:

Ministry of Defence, Cm(B) 1d3, Room 8/05, St. Christopher House, Southwark Street, London, SE1 0TD
or by telephone on 01-921 2117.

The closing date for completed application forms is 5 December 1986.

(04836)

SCEA

TEACHERS FOR SAUDI ARABIA

c£16,000 plus one of the best expatriate packages in the Middle East

Cable and Wireless, the worldwide telecommunications Group, has established a nationwide telecommunications network for the Saudi Arabian National Guard. Training is an integral part of the project at the National Guard's well-equipped training school where theoretical and practical telecommunications skills are taught.

We have vacancies in January 1987 for EFL and SCIENCE/MATHS teachers to teach small groups of National Guardsmen.

EFL TEACHERS

The ideal candidates will have a background of U.K. Comprehensive and overseas Secondary schools experience. Preference will be given to teachers who have taught in the Arab world or other Islamic countries.

The ability to teach absolute beginners and to produce effective materials at elementary level are essential components of the job.

Qualifications should include a suitable degree, P.G.C.E. or recognised TEFL qualification. Applicants are also invited from Cert. Ed. qualified teachers with the relevant experience. (Ref: 1172/G).

SCIENCE/MATHS TEACHERS

You should hold a suitable degree in physics and/or maths together with a teaching certificate and have several years Comprehensive schools experience. Overseas experience would be an advantage but is not essential. (Ref: 602/G).

For all positions we offer renewable contracts of approximately 15 months on single status; a tax-free package of c£16,000 per annum based on the current rate of exchange (SR5.47=£1), paid partly in Sterling and partly in local currency; unrivalled ex-patriate conditions that include free board and lodging and other facilities; three home leave periods during the contract and all air fares paid.

Please telephone us on 01-405 4980 (24 hrs) or write for an application form to: The Recruitment Manager, Cable and Wireless plc, Mercury House, Theobalds Road, London WC1X 8RX, quoting the appropriate reference.

Cable and Wireless
Helps the world communicate

SENIOR ASSISTANT DIRECTOR OF EDUCATION
(FURTHER EDUCATION)
SALARY P.O.2 (I): £16,776 - £17,916

Applicants must be graduates and should have appropriate teaching and administrative experience.

The responsibilities of the post are for the conduct of one of the major branches of the Education Service and are mainly concerned with the Polytechnic, two large colleges of further education, a substantial youth, adult and community education service, the careers advisory service and the awards schemes. The successful applicant will also have opportunities to make a wider contribution as a member of the departmental senior officers' team. The officer appointed will be expected to take a positive role in stimulating new developments in all aspects of Further Education, and in the establishment of a tertiary college system.

Consideration is being given to assistance towards re-location expenses.

Application forms and further particulars, obtainable from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland SR2 7DN, Tel: 76161 Ext. 2229 on receipt of a stamped addressed foolscap envelope, must be returned to him by 30th November, 1986.

borough of sunderland
This Council is an equal opportunities employer

ADMINISTRATION – LEA
continued

HUMBERSIDE

CAREERS OFFICER (SPECIAL NEEDS) 013516
£8,391 - £10,144 per annum Grade SO1

HULL CAREERS CENTRE
PROSPECT HOUSE

One of a small team working with young people with Special Needs in North Humberside. Provides careers information, vocational guidance and help in finding employment and training opportunities for young people, especially for young people with special needs and older handicapped persons.

Candidates should hold the Diploma in Careers Guidance, or be competing a course of training for the Careers Service in December 1986.

The Authority has a scheme to assist with removal costs in approved cases.

To obtain application forms please write enclosing a stamped addressed envelope to the Director of Education, Staffing Section, County Hall, Beverley Road, Humberside HU17 9BA. (34464) 480000

HUMBERSIDE

PROSPECT CAREERS OFFICER, GRIMSBY 013656
CAREERS OFFICER, HULL 013535

Scale 4/5 £7,511 - £9,216
Minimum salary £6,591 for an officer with the Dip. C.G. Part III

To undertake group, individual guidance and placing work with young people. May specialise in work in educational institutions or work with YTS trainees, but all officers are involved in work with the unemployed and with employers. Officers in their probationary year are given all experience necessary to meet the requirements of the Local Government Training Board.

Candidates should hold the Diploma in Careers Guidance, or be completing a course of training for the Careers Service in December 1986.

The Authority has a scheme to assist with removal costs in approved cases.

To obtain application forms please write enclosing a stamped, addressed envelope to the Director of Education, Staffing Section, County Hall, Beverley Road, Humberside HU17 9BA. (34463) 480000

Inspector for Information Technology

Applications are invited for this post which has been established following the reorganisation of the Inspectorate.

This post offers considerable scope for an experienced, enthusiastic and well qualified teacher committed to Information Technology as an essential part of the Education for all pupils.

The post is suitable for those new to Inspectorate work or for experienced Inspectors and Advisers seeking a new challenge. Detailed duties are negotiable. Conditions of service are Soulbury and salary is in the range Head Teacher Group 8-10.

Tenable: 7th April 1987.

Closing date is 28th November, 1986.

Further details and application forms are available from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP. Telephone: 01-760 5460.

This is a re-advertisement, previous applicants will automatically be reconsidered.

(18623)

CROYDON EDUCATION

COUNTY EDUCATION OFFICE
PRINCIPAL OFFICER
(MAJOR ESTABLISHMENTS OF F.E.)
POST NO C0004
PO5. £16,011 - £17,160

Applications are invited from well qualified and experienced candidates for this senior post in the Further and Community Education Branch. Major activities involve close links with all Essex Colleges in the area of course approval, control and development, and liaison with a number of external agencies, especially the MSC, NAB and RACs.

Closing Date: 28 November 1986.

Application forms and further details available from (sae please) the County Education Officer (P), PO Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD (Telephone 0245 267222 Ext 2626).

ESSEX County Council

(04874)

Administration General

THE SCHOOL MATHEMATICS PROJECT

Publication of the SMP 11-16 course will be completed in 1987. The Trustees of the SMP wish to appoint an experienced teacher of SMP 11-16 as

SMP 11-16 DEVELOPMENT OFFICER

The person appointed will assume responsibilities in the following areas:

* Organisation of further developments of the course.
* In-service training.
* Support of local SMP 11-16 User Groups.
* Liaison with examination boards.

The work will be based in the Midlands or north of England and involve a fair amount of travel.

The appointment will be for 3 years from 1st May, 1987. The salary will be Scale 4 or Senior Teachers Scale according to the experience of the successful candidate.

For further details write to: Mr. Chris Little, Executive Officer, The School Mathematics Project, The University, Southampton SO9 5NH.

The closing date for applications will be 15th December. (34907) 500000

Cheshire
Principal Adviser – Inset and Curriculum Soulbury Group 11
£20,787- £22,332

This is a new post, created to ensure that Cheshire continues its vigorous approach to the planning and managing of In-Service Education and Curriculum Development. The successful candidate will join a forward looking team of advisers and officers, committed to the extension of these activities across the full range of the Authority's schools and colleges. Specific responsibilities will include the formulation of Cheshire's submissions for in-service funding and the development of the Authority's philosophy amongst all concerned.

Principal Adviser – Primary Soulbury Group 11
£20,787- £22,332

This is a readvertisement, for a post vacant following the retirement of Mr. K. W. Hardcastle. The successful candidate will be responsible for leading a group of six primary colleagues, and for ensuring the highest possible provision of education in primary schools in the County. He/she will also need to exhibit a willingness to think across the primary/secondary phases, and to contribute to the thinking of the advisory team as a whole. Previous applicants will be reconsidered.

These posts are vacant as from 31 December 1986. The Authority is looking for candidates with developed philosophies of education, and the ability to communicate successfully. Experience, enthusiasm and originality are essential characteristics.

Application forms and further details from the Director of Education (2D/WJC), Cheshire County Council, County Hall, Chester CH1 1SQ. (Tel: 0244-602326). Closing date 28th November 1986. All applicants will be considered on the basis of suitability for the posts, regardless of sex, race, marital status, religion or disability.

Educational Psychologists

SURREY

MOOR HOUSE SCHOOL
Ifturst Green, Oxted, Surrey
Tel: Oxted 2271

Non-maintained residential special school for boys and girls with specific disorders of speech and language. Age range 7 to 16 years

Required for January 1987.

EDUCATIONAL PSYCHOLOGIST (part - time)

Required for approximately 18 hours per week.

Interest/experience with children with specific language disorders and the related learning difficulties.

Salary: Soulbury Scale, HT 6 pro-rata £12,888 - £14,184 + fringe allowance.

Further details from the Principal, N. Jones.

Applications by letter with curriculum vitae and giving names and addresses of two professional referees. (34327) 560000

Department of Education and Science
HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors. HMI inspect educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the education system.

Current vacancies are for specialists in:

(A) **Adult and Continuing Education ref: 10/87**
Applicants should have broad experience in the field of adult and continuing education. Experience of provision for ethnic minorities and of adult retraining would be particularly desirable. In addition, experience of work with adults from disadvantaged groups would be helpful.

(B) **Youth and Community ref: 11/87**
Applicants should have broad experience of youth and community work. Experience of work with ethnic minorities and young women would be an advantage.

(C) **Education and Ethnic Diversity ref: 12/87**
Applicants should have broad experience of working in schools, colleges or other LEA services serving ethnically mixed populations. Experience of developing particular educational responses to ethnic diversity would be especially valuable.

(D) **Educational Disadvantage ref: 13/87**
Applicants should have broad experience of work with educationally disadvantaged pupils or students in any phase of education. Experience of work in inner city areas would be particularly valuable.

Starting salary for all posts is within the range £18,020-£24,302. Relocation expenses of up to £5,000 may be payable.

Application forms (to be returned as soon as possible and not later than 25 November 1986) and further information may be obtained from Mrs S Willis, Department of Education and Science, 39 York Road, London SE1 7PH. Telephone: 01-934 0799, 0798, 0800.

The Civil Service is an equal opportunity employer.

THE COLLEGE GOVERNORS OF ALLEYN'S COLLEGE OF GOD'S GIFT DULWICH, LONDON SE21
CLERK TO THE GOVERNORS

Applications are invited for the appointment of Clerk to the College Governors of Alleyn's College of God's Gift who administer Dulwich College, Alleyn's School, the Dulwich Picture Gallery and Christ's chapel.

For details write to the Clerk to the Governors, Dulwich College, London SE21 7LD.

(02095)

Metropolitan Borough of
WIRRAL
AN EQUAL OPPORTUNITY EMPLOYER

PRINCIPAL ASSISTANT
£13260-£14475
(WORK RELATED NON ADVANCED FURTHER EDUCATION)

This new post requires a graduate with previous teaching experience. Experience in education administration is desirable.

Application form and further particulars from Director of Education, Municipal Buildings, Cleveland Street, Birkenhead, Wirral L41 6NH (051-647 7000 ext. 600) returnable by 2 December.

(04862)

DIRECTORATE OF EDUCATION AND RECREATION
Technical and Vocational Education Initiative

Kingsdowne Curriculum Centre, Ewell Road, Surbiton, Surrey KT6 6HL.
Tel: 01-390 6837. ***Project Co-ordinator:*** **Mr Ioerwerth Harries.**

For Easter 1987 an ADVISORY TEACHER FOR INFORMATION TECHNOLOGY to join the Central Project Team. Information Technology is a key, compulsory core area for all TVEI students; the Kingston Project is committed to developing IT across the curriculum through active learning. Applications are invited from candidates with relevant experience who can consolidate and develop current initiatives, and contribute to innovation across the Project.

Senior Teacher Scale, London Allowance £726.

Application forms and further details are available from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU (sae please); completed forms to be returned to the Project Co-ordinator at the TVEI Centre, by Friday, 28th November 1986.

ROYAL BOROUGH OF KINGSTON UPON THAMES

(16863)

Temporary Educational Psychologist
£10,896 — £17,874

A vacancy exists from December to cover a period of maternity leave. Applications are invited from qualified educational psychologists to work in the School Psychological Service and with a Child Guidance team. The successful applicant will be attached to 2 secondary schools and their feeder primary school as well as a special school or unit.

Duties include contract work with schools, individual assessment and advisory work including work with pre-school children and their families.

Informal enquiries to Mrs. E. Holmes telephone No. 360 6771.

Application forms and further details are available from the Establishment Section, Education Department, P.O. Box 56, Civic Centre, Silver Street, Enfield, Middlesex EN1 3XQ. Telephone 01-366 6366. Closing date 28.11.86. Reference OQD/672/207.

(04836)

London Borough of Enfield
An Equal Opportunity Employer

Miscellaneous

A SALES CAREER with Sun Life of Canada offering an interesting and rewarding future, combining security and real opportunity. Full training, unlimited prospects and executive income. Suitable applicants, aged between 24 and 49, can be employed in the area of their choice. Phone 01-930 5400. Ext. 267 or write Mr. R. J. Colley, 2/4 Cockspur Street, London SW1Y 5BH. (15419) 660000

C.ENG., DIP. ED., visiting S.E. Asia December, prepared to visit colleges and firms - contact 202 Eryer Court, EC2Y 8DL. Tel: 01-628 7884. (307331) 660000

ECONOMATICS

EDUCATION LIAISON OFFICER

An opportunity to join a committed team working on technology teaching equipment in liaison with teachers and advisers.

Knowledge of current trends in CDT and Technology are essential. The position is based in Sheffield.

Send CV in confidence or contact John Fox at Economatics (Education) Limited, Ocgreave Road, Sheffield S13 9LQ. Tel: (0742) 690801. (34928) 660000

LONDON AND EAST ANGLIAN GROUP FOR THE GCSE EXAMINATION

East Anglian Examinations Board
London Regional Examining Board
University of London School Examinations Board
GENERAL CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

Applications are invited for the following

CHIEF EXAMINER

appointments for June 1988 and, if appropriate, the following winter examinations:
LAW
RELIGIOUS STUDIES

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential. Application form and further details may be obtained from The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 2 December 1986. (Previous applicants for the post in Law need not re-apply since their applications will be re-considered). (40188)

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD
GENERAL CERTIFICATE OF EDUCATION EXAMINATION
The Board invites applications for the following

CHIEF EXAMINER

appointment:
ALTERNATIVE ORDINARY LEVEL
SOCIOLOGY for JUNE 1987 and JUNE 1988

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential. Chief Examiner's duties include setting question papers, advising on the award of grades and may include the supervision of a team of examiners. For application form and further details write to The Secretary, University of London School Examinations Board, Steward House (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self-addressed foolscap envelope. Complete application forms should be returned by 2 December 1986. (40189)

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Board invites applications for the following appointments for the ADVANCED SUPPLEMENTARY level examinations which are being introduced in June 1989:

CHIEF EXAMINERS

APPLIED STATISTICS	DESIGN AND TECHNOLOGY	GERMAN
ART	ECONOMICS	HISTORY
BIOLOGY	ENGLISH	MATHEMATICS
CHEMISTRY	FRENCH	PHYSICS
COMPUTER STUDIES	GENERAL STUDIES	POLITICAL STUDIES
	GEOGRAPHY	RELIGIOUS STUDIES

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential. Chief Examiners' duties include setting question papers, advising on the award of grades and may include the supervision of a team of examiners. For application form and further details write to The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 9 December 1986. (02094)

Use Your Educational Experience for a Part Time Selling Position — with interest

E. J. ARNOLD are the U.K.'s leading Educational Suppliers, as part of our continuing plans for expansion and growth in 1987, we now wish to recruit additional Part-Time Educational Representatives for the following areas:

West Midlands — Ref. E12
West Yorkshire — Ref. P1
North Eastern Home Counties (Essex GLC Borders) — Ref. E1
Western Home Counties (Reading, Slough Area) — Ref. E21
West London (Area Adjacent to M25 West) — Ref. T1

If you are someone, or, if you know someone who is:

- Bright and intelligent with an interest in education.
- Looking for rewarding work.
- Wants to work three days a week with school holidays free.
- Have your own car.
- And is interested in selling our range of products to primary schools and other educational establishments.

Then

Drop me a line providing sufficient information to enable us to consider the application further and clearly quoting reference number of vacancy you are interested in to:
Yvonne Pitchforth (Mrs.)
E. J. Arnold & Son Ltd., Lockwood Way, Parkside Lane, Dewsbury Road, Leeds LS11 5TD.

E J Arnold

Closing date 28th November, 1986.
All vacancies are open to all people irrespective of sex, race or disability.

Editorial opportunities have opened at two levels with the Non-fiction team in our new Children's Division:

SENIOR EDITOR

We would like to hear from candidates with several years experience in children's publishing who have the ability to build and maintain a creative and exciting title list. This challenging role calls for fresh, new approaches to non-fiction and sound knowledge of the market.

EDITOR

to work within the context of an established backlist and to generally assist the Senior Editor. A minimum of two years experience in publishing is required for this post, preferably in children's books, and possibly with an international bias.

Both positions offer attractive salaries together with a comprehensive benefits package.

To apply, please write, indicating current remuneration and enclosing a full CV, to:

John Jackson,
Personnel Manager,
COLLINS : PUBLISHERS,
8 Grafton Street, London W1X 3LA

Collins · Publishers

UNIVERSITY OF CAMBRIDGE

LOCAL EXAMINATIONS SYNDICATE

The University of Cambridge Local Examinations Syndicate is seeking to appoint ITEM WRITERS for objective and semi-objective questions in connection with the development of the IGCSE, a new international examination to be offered for the first time in 1988.

Items are required in the following subjects:

English, French, Spanish as First Languages (Usage and *Comprehensive questions*)

English as a Second Language (Objective items, Reading and Listening Comprehensions)

French, German, Italian, Spanish as Foreign Languages (Objective items, Reading and Listening Comprehensions)

Computer Studies (multiple choice and short-answer questions)

CDT – Design and Technology (multiple choice questions)

CDT – Design and Realisation (multiple choice questions)

Further details and application forms may be obtained from: The Secretary, (D.C.), University of Cambridge, Local Examinations Syndicate, Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU. (0404)

UNIVERSITY OF CAMBRIDGE
LOCAL EXAMINATIONS SYNDICATE

JOINT SC/GCE (Ordinary Level) NOVEMBER EXAMINATION

The Syndicate invites applications from suitably qualified teachers or lecturers for Assistant Examinerships from 1986 in

Bible Knowledge

Applicants should be between 25 and 65 and have had a minimum of three years' relevant experience.

Application forms are available from: The Secretary, Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU

PART-TIME CONSULTANTS REQUIRED

★ Working approx two evenings per week
★ Earnings £2000 - £4000 p.a.
★ Full weekend training
★ No cold canvassing

We are an organisation specialising in advice to teachers and graduates on mortgages, life assurance and investment.

Consultants are required, after training, to give advice and assistance to existing and prospective clients, male or female.

Prospective applicants should be car owners and ideally will be married and in the age range 25-40.

1. Vacancies throughout the United Kingdom *excluding* London and the Home Counties.
2. For application form, telephone (evenings or weekends) 025 18 2842/061-962 8962 ask for Mr Hevlin.

(04487)

EDUCATIONAL REPRESENTATIVE

Ginn & Co. Ltd the Country's leading Primary School Book publishers wish to recruit a representative to work in Norfolk & Suffolk.

This is an opportunity to join an enthusiastic team working for a successful and modern company.

The job involves visiting primary schools within the area, liaising with our local Area Manager. You are required to use your own car and payment is made up of fees, allowances and expenses. The job is for term time only (about 33 weeks in the year) and earnings can average £6,500 – £8,000.

If you are self-motivated and energetic, preferably with a teaching background, please apply in writing quoting our reference TES 10:

Mr Eric Keartland, Marketing Director, Ginn & Co. Ltd., Prebendal House, Parson's Fee, AYLESBURY, Bucks., HP20 2QZ.

Previous applicants need not apply.

MISCELLANEOUS CONTINUED

LINCOLN
LINCOLN CATHEDRAL CHOIR

A VOICE TRIAL will be held on Saturday, January 24th, 1987 for boys aged 7-9 years. Choristers are educated at the Cathedral School (boarding and day) and receive substantial bursaries from the Dean and Chapter.

Full details and prospectus from: The Headmaster, Lincoln Cathedral School, Eastgate, Lincoln LN2 1QE. Tel: 0522 23769. David Flood, Organist and Master of the Choristers. (34947) 660000

UNDERVALUED TEACHERS

Are you satisfied by the latest pay proposals. Would you like to supplement, or even double, your present income? Part time agents needed (evenings, weekends, half-days) in areas not covered by leading firm of finance brokers/insurance consultants to arrange secured loans, mortgages, re-mortgages etc. Experience not required, as full training will be given. For an application form and full details of these interesting and extremely lucrative positions, write to K.H. Ross & Partners, Northallerton, N. Yorkshire DL7 7SNH. (34689) 660000

Apply your skills to training

And get industry's resources behind you.

The professional skills you already demonstrate as a teacher are ideally suited to a training role in industry. Well-developed communication and presentation skills for instance; the ability to administer, co-ordinate and counsel; and a flair for working on your own initiative.

They are skills that we will back with sophisticated training resources - including advanced video technology, computer based learning packages, external courses and efficient administrative support. For our commitment to the training and development of our staff is total and is reflected in our status as Europe's leading construction company.

Joining our Training Department based in our West London Headquarters, you'll gain broad based experience across the full range of our training activities before assuming specific responsibilities related to your own strengths and interests. We'll also encourage you to study for relevant professional qualifications.

We are interested to hear from teachers of any discipline, although a construction, engineering, craft, design, technology or scientific background would be an advantage. Aged approximately 25-30, you'll be equipped with the drive and enthusiasm to quickly master construction industry terminology, plus the confidence and credibility to influence others.

We'll reward your ability with a highly competitive salary and generous benefits which will include, as you progress, a company car.

If you'd like to experience the scope and variety of our training operation, promote the development of people and progress within a department which ensures our human resources meet the demands of the future, please telephone Mike O'Reilly, Director of Training and Development, on 01-846 2056 for an initial discussion, or write to him at Wimpey Group Services, 27 Hammersmith Grove, London W6 7EN.

WIMPEY GROUP SERVICES

THE CBI EDUCATION FOUNDATION
Invites applications for the post of

SOUTHERN AREA OFFICER UNDERSTANDING BRITISH INDUSTRY (UBI)

UBI is a Project sponsored by the CBI Education Foundation to improve the understanding of industry and wealth creation among teachers in secondary schools, and to improve the understanding of the education system of those working in business.

For a number of years UBI has mainly concentrated its Southern area operations in the South West and Thames Valley regions, and with considerable success. We are now extending our coverage to provide similar support to all local education authorities in the Southern area and it will be the responsibility of the Area Office to achieve this objective with the backing of a small team of seconded personnel from industry and education.

Applications are invited from candidates who have achieved a senior position in either education or business and have good experience and knowledge of the other. Imagination, initiative and the ability to manage a team are important qualities. The post will be based in the Swindon/Oxford area and the salary is negotiable around £14,500. A car is provided and there is a contributory pension scheme.

Application forms, which must be returned by 28 November 1986, are available from: Operations Director, UBI, Sun Alliance House, New Inn Hall Street, OXFORD OX1 2QE. Tel: Oxford (0865) 722586.

Secondment will be considered (minimum three years). (04852)

Peripatetic Posts

ISLE OF MAN
BOARD OF EDUCATION

PERIPATETIC MUSIC SERVICE

TEMPORARY VIOLIN TEACHER - Scale 1

Required for January 1987 to work mainly in primary schools. This is a temporary appointment for 2 terms but a permanent appointment at scale 2 may be available from September 1987.

Letters of application with full curriculum vitae and names and addresses of 2 referees to Music Advisor, Teachers Centre, Lord Street, Douglas. Tel: (0624 27558) by November 28th, 1986. (34713) 670000

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM

EDUCATION COMMITTEE

PARK DEAN SCHOOL
St. Martin's Road, Fitton Hill, Oldham OL8 2PY

PERIPATETIC TEACHER of the Hearing Impaired - Scale 1 (3)

Required for January 1987, an enthusiastic, qualified teacher.

The post is concerned with advice and support for primary and secondary aged children with hearing impairment in mainstream education and for multiply handicapped children in special schools.

Please apply by letter to the Head of the school, including full cv and names and addresses of 2 referees, by 21 November.

An Equal Opportunity Employer. (34711) 670000

DISTANCE LEARNING SPECIALISTS

c. £17,000 p.a.

These excellent career opportunities exist within the innovative and exciting environment of BT's Training Department at Bletchley. The objective is the development of Distance Learning programmes, and their application within the organisation, and only professionals wishing to make a positive contribution will be considered. For both positions well developed analytical and interpersonal skills are essential, as participation in group discussions and formal presentations will be an integral part of your work. Extensive UK travel will be required.

Distance Learning Specialist (Design)

Working as part of a team you will be responsible for providing support for the design and delivery of Distance Learning materials and their integration into training.

A knowledge of Distance Learning techniques is essential, together with the ability to demonstrate a creative approach to interactive design. You must have a confident, innovative approach to your work, react well to a highly pressurised environment, and have the ability to assimilate new information or ideas quickly.

It would be an advantage to have a good understanding of new technology and it's application to training, specifically in the use of interactive video. Project management experience would be an advantage. REF: 11/113

Distance Learning Specialist (Systems)

The successful applicant for this post will provide systems support for the development and delivery of Distance Learning materials, with particular responsibility for the preparation of systems specifications and the use of hardware. You will also be involved in setting, monitoring and ensuring adherence to hardware/software standards.

Applicants must have proven programming experience, and must understand the principles of structured programming, software testing and validation. An appreciation of Distance Learning techniques, and experience of their introduction within a large organisation would be an advantage. REF: 11/109

In the first instance, please telephone or write to L.J. Associates at the address below.

British TELECOM

Recruitment Specialists

L J ASSOCIATES

L J Associates
Euston House
81-103 Euston Street
London NW1 2ET.
Tel: 01-388 5465.

Outdoor Education

CORNWALL
INSTRUCTORS CORNWALL
Adventure Days, Bude are looking to appoint instructors for the 1987 season.
Start March/April.
Application forms from: Puddy Frost, The Waterfront Centre, Bude, Cornwall. Tel: (0288) 355512. (30811) 680000

CUMBRIA
OUTWARD BOUND ESKDALE
Vacancies exist for both short and long term instructors/tutors for 1987. Applicants should be 24 years of age or over, experienced mountaineers with an genuine interest in development training in the outdoors.
Application forms and further details from the Director of Training, Outward Bound Eskdale, Holmrook, Cumbria CA19 1TJ. (34308) 680000

CUMBRIA
LAKELAND TRAINING of ARNSIDE,
Cumbria
has vacancies for
OUTDOOR EDUCATION TUTORS
from February 1987 onwards
We are looking for enthusiastic and dedicated persons with the ability and experience to tutor a wide range of courses, from school to Management.
Relevant national qualifications such as M.L.C (Summer) and N.S.L. would be an advantage, and a clean driving licence is essential.
Further details of the posts and application forms are available from the address below.
TEMPORARY INSTRUCTORS
We also have vacancies available for periods of from three to eight months, for temporary instructional staff. These posts will be filled from February 1987 on, and we require persons with relevant experience and skills to instruct in rock climbing, canoeing, hillwalking, boardsailing, orienteering etc.
ASPIRANT INSTRUCTORS
In addition, we have a limited number of aspirant instructor posts, when we are prepared to offer to suitable applicants, a concentrated one month training course in all our activities, followed by a five month period acting as an instructor.
Further details and application forms are available from: Director of Training, Lakeland Training, Arnside, Cumbria, LA5 0AD. Tel: 0524 761710 (24 hours). (30891) 680000

DEVON
SKERN LODGE OUTDOOR CENTRE
The professionals in Outdoor Education. Single or Multi-Activity and/or Field Study Courses for groups or individuals. For the best in instruction, equipment, facilities and value ring Martin or Andy on Bideford (0237) 75992 or write to Skern Lodge, Appledore, Bideford, Devon EX39 1NG.
See our advertisement on Page 20. (12732) 680000

HEREFORD AND WORCESTER COUNTY COUNCIL
WEST MALVERN FIELD CENTRE
Old Hollow, Malvern, Worcs. WR14 4NR
Required from January 1987 an enthusiastic and suitably qualified teacher mainly for OUTDOOR PE/SUPERVISOR with pupils mostly 11-15 years and some FIELD STUDIES and FIELD GEOGRAPHY to G.C.S.E. and 'A' level. Permanent, full-time post, scale 1.
Applicants must be prepared to accept the flexible working conditions essential for teaching in a residential Centre. The post is non-resident.
Further details from and completed forms to the Warden, West Malvern Field Centre, Old Hollow, Malvern, Worcestershire WR14 4NR. Tel: Malvern 4546. (34627) 680000

LIVERPOOL
COURSE DIRECTOR/SENIOR INSTRUCTOR Mountain Venture Ltd. Based in Llanberis, is wish to appoint a dynamic Outdoor Pursuit specialist with high qualifications, particularly in Water Sports.
We are looking for a mature person who possesses management/administration experience at a senior level in an Outdoor Pursuit Residential Centre, or Activity Holiday Centre. Experience of YTS, Residential Training or Management Development Courses is important.
This is an opportunity to take up a senior position in a developing company, with a responsibility for Programming, Course Development and Staff Training. In particular, we are looking for somebody with the ideas, imagination and dynamism to develop the tremendous watersports potential in our area. We are looking for a person who can help our business grow successfully and who is able to produce results.
Salary negotiable.
Write with full C.V. to Jim Lynn, Managing Director, Mountain Ventures Ltd., 110 Allerton Road, Liverpool L18 2DD. (30939) 680000

LLANDUDNO
TY'R BRODYR ACTIVITY CENTRE
Llandudno
Residential courses in Env. Studies, all Outdoor Pursuits (inc. sailing) and F. Studies, for Primary, Secondary, Y.T.S., etc. Courses planned for you, with you or by you.
Details 0492 76822. (04663) 680000

WALES
OUTWARD BOUND WALES
DIRECTOR OF TRAINING WATER ACTIVITIES
This is a senior post involving the overall management of Outward Bound Water Activities at Aberdovey on the mid Wales coast. The job includes responsibility for safety, staffing, programme, budgeting and maintenance. Activities are primarily based on canoeing and sailing all the year round, so applicants should be experienced in these fields as well as having a real interest in the work of Outward Bound and Trust. Senior instructor BCU and RYA are valuable qualifications but not essential.
Please write for further information to the Principal, Outward Bound Wales, Aberdovey Centre, Aberdovey, Gwynedd LL35 0RA.
Closing date for applications is the 28th of November 1986. (34324) 680000

NEXT SUMMER IN AMERICA
CAMP AMERICA offers truchers, nurses and students over 18 years of age the opportunity to be a camp counsellor for 9 weeks to teach sports, arts and crafts in an American summer camp. Benefits include FREE return flight, FREE board, pocket money and up to 6 weeks free time. Write NOW to CAMP AMERICA, Dept. TES, 37 Queens Gate, London SW7 or call 01-581 2378. (31504) 680000

English as a Foreign Language

BOURNEMOUTH
RSA COURSES AT ITTC
Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preparatory Certificate in Teaching English as a Foreign Language.
For details write to ITTC, 674 Wimborne Road, Bournemouth or Tel: (0202) 525337. (29528) 700000

LONDON
ST. GODRIC'S COLLEGE
London
EFL TEACHER
Permanent, full-time Teacher required for Candidates should hold the RSA Full Diploma and have two years teaching experience.
Apply in writing to: The Head of Training, 2 Arkwright Road, London NW3 6AD. (34553) 700000

NOTTINGHAMSHIRE COUNTY COUNCIL
EATON HALL INTERNATIONAL
EFL Teacher Training
With distance learning and residential components
TRINITY COLLEGE LONDON
CERTIFICATE IN TESOL
(for EFL newcomers)
LICENTIATE DIPLOMA
(for EFL experienced teachers)
DIPLOMA IN TEACHING EFL
Further details from The Director (Ref: TLD6), Eaton Hall International, Retford, Notts. DN22 0PR. Tel: (0777) 706441. (31844) 700000

English as a Second Language

ENFIELD
LONDON BOROUGH OF ENFIELD
LANGUAGE CENTRE
The Kiln Lane, London N13 6BY
Primary teachers needed to work alongside class/subject teachers in schools to help ethnic minority background pupils to develop their language and learning skills. Experience in multicultural schools is essential.
Scale 3 posts available to those with R.S.A. Diploma in teaching English as a Second Language. Applications from bilingual teachers would be particularly welcomed.
London Allowance: £726.
Application forms (large SAE) obtainable from Education Department, Establishment Section, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ. To be returned to the Language Centre by 28th November 1986.
An equal opportunity employer. (34856) 710000

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
LANGUAGE SUPPORT SERVICE
Merton Hall, Morden Hall Road, Morden SM4 5HY
Tel: 01-543 7969
Teacher Adviser: Mrs. M.M.L. Cooper, B.A., M.Ed.
TWO PERIPATETIC ESL TEACHERS (one Primary, one Secondary) are required from Easter or sooner if possible, to join a lively cooperative team. The work involves withdrawal teaching, classroom support and in-set activities. Candidates should have had good classroom and ESL teaching experience and additional in-set qualification.
Essential car users allowance available.
Closing date: 28th November, 1986.
Application forms and further details of the post are available from the Teacher Advisor at the above address. Please enclose a stamped addressed envelope. (34555) 710000

Appointments Wanted

E.F.L. Teacher seeks temporary post as professional residential accompanist from January. Write Box TES 00590, Friars House, 8 St John's Lane, EC1M 4BX. (34603) 720000

LONDON
Well-qualified London Schoolmaster with 37 years' experience seeks 'A' level work for his last five years in English and German.
Write Box No. TES 00619, Priory House, St John's Lane, EC1M 4BX. (34313) 720000

Educational Courses

LEARN TO TEACH ENGLISH (EFL)
One Week Introductory Course held in Canterbury
The Course Objective:
To give you a practical and thorough Introduction to Teaching English as a Foreign Language in one week.
Next courses: Christmas/New Year.
Terry Edwards, Pilgrims Teacher Training Courses, 8 Vernon Place, Canterbury, Kent CT1 3YG. Tel: 0227 458486. (04668) 760000

IN SERVICE TRAINING
GCSE Geography Fieldwork Teaching Techniques
Week and weekend courses February 1987. To give a thorough intro. to practical hypothesis testing fieldwork.
Details: The Director, Fieldcal Study Centre, Penrhyncoch, Aberystwyth SY23 3DB. Tel: 0970 828333. (33398) 760000

LINGUARAMA
The international language teaching organisation with over 45 centres in the United Kingdom and Abroad will have a number of vacancies for new entrants to the field of E.F.L. Teaching posts will be available in Germany, Finland, Spain, Portugal, Italy, France, Japan and U.K.
Applicants should possess a good degree or Teaching qualification and have completed a Linguarama T.E.F.L. introductory course or equivalent.
Information and Application forms from Linguarama Personnel Dept., 16 Waterloo Street, Birmingham B2 5UG. (15506) 760000

LINGUARAMA
RESIDENTIAL T.E.F.L. TRAINING
LINGUARAMA
At Christmas and Easter
One week intensive courses at Rutherford College, University of Kent. Linguarama offers Introductory Courses suitable for those considering a career in E.F.L. in the U.K. or abroad. A number of vacancies will be available in Linguarama's European Schools for successful trainees.
For details send large SAE to: TEFL Dept., Linguarama, 16 Waterloo Street, Birmingham B2 5UG. (34307) 760000

MULTILINGUA T.E.F.L. COURSES One-week intensive courses, to give a thorough introduction to the practical techniques of teaching English as a Foreign/Second language. For details contact: Multilingua, 9 Billings, Brentford TW8 0NJ. Tel: 01-568 7700. Telex: 261373 MULTI W. Vorka. Tel: (17435) 760000

SOI LEARNING ABILITIES TESTS
Introductory courses in the Midlands
The SOI system, developed from Guilford's Structure of Intellect theory, offers a reliable means for the analysis of basic learning abilities. Separate materials are available for ages from Primary to Adult learners, plus Gifted Children and non-English speakers.
One-day introductory courses are now available in the Birmingham and Oxford areas.
Further details from: Adrian Savage Associates, 224 Warwick Road, Kenilworth, Warks. CV8 1FD. Tel: (05926) 54678. (31353) 760000

WANT TO LEARN ARABIC?
The Egyptian Cultural Centre wishes to announce the commencement of its new Arabic course, designed to enable the applicant with the basic Arabic skills he/she will used in the Middle East. Topics include training in essential communication skills, business dialogue, basic reading skills, and a tour of Egypt to enable the applicant to cope in everyday situations e.g. in the airport, in the hotel, in shops, taking taxi, etc. The course will take place over eight week-ends, beginning Saturday 17th January 1987. Arabic will be taught each Saturday and Sunday (one or two hours a day) by highly qualified instructors. Classes will be followed by a light Arab-style meal. For further details please contact: Dr. Ahmed Fahmy Gulal, Cultural Attache and Acting Director, Egyptian Cultural Bureau, 2 Cromwell Gardens, London SW7 3RR 760000

Tuition

TUTORS with transport required throughout North West England. All subjects and levels. PLC Tuition, 30 Watson Road, Blackpool FY4 1EH. (30949) 770000

HOME TUTORS required throughout Great Britain. Personal Tutors (E.I.S.), Cheadle House, Cheadle, Ches. Tel: 061-428 2285 (24 hours). (13260) 770000

Personal Announcements

100% MORTGAGES and remortgages through major Building Societies. Up to 3½ x joint income. HOME-TOWN (Licensed Credit Brokers) 01-446 5451. (09458) 800000

A C.V., letter of application, or form by professionals. Teachers a specialist Times Services (0727) 66008 (anytime). (07132) 800000

ALTERNATIVES FOR TEACHERS. Employment opportunities, part-time, full-time. 'Careers in Writing and Publishing', 'Careers in TV - Careers in Radio', £1.95 each, all three £5. Dept. 1, Hamilton House Publishing, Brixworth, Northampton. Access phone 0604 881888. (30602) 800000

BIORHYTHM CHARTS personally prepared. 12 months £5. For full details Tel: 02375-73042. (34950) 800000

Personal continued

PARTNERSHIP WANTED
GERMAN SCHOOL Duren, 1 hour to gain contact with a British School/Pupils. Ages between 10 and 18 years of age interested in exchange visits and correspondence. Duren and correspondence. Duren is situated between Aachen and Cologne, not far from the Rhine. Write to: Gymnasium, Dureyer Str. 17, 5160 Duren, W. Germany. (34956) 900000

THEY ESCAPED from teaching! Survey/Report tells how! £2.50. Waverys Express (Dept. TES/02), FREEPORT, Cranbrook, Kent TN17 1BR. (11397) 800000

TIES, BADGES, ETC. Efficiently produced at reasonable prices. Established many years, a name known all over Britian by satisfied schools - Mosgrove Lane, PO Box 12, Prestwich, Manchester M25 7NA. Tel: 061-766 6882. (08464) 860000

Conferences and Lectures

CAMPAIGN TO INCREASE the use of recycled paper will be pleased to be held at the Central Hall, Longford St, London WC1 on Saturday November 15th with exhibition and videos on paper making and the importance of trees 10.30 - noon, and discussion with members of friends of the earth, paper-batch recycled paper distributors and London Recycling Forums from 1.0 - 4.0 admission £1.75. (34305) 820000

GEOLOGICAL/GEOGRAPHICAL STUDIES in a classical geological area (Isle of Purbeck). Spacious hotel - 8 large suites for film shows, lectures and study. Good food. Accommodation 100. Group rates. Open all February/March. Drying facilities. Durlston Court, Swanage. (0929-424430). (34837) 820000

BALLEY '86, 100-minute lecture on Solar System: 150 slides, music, exhibition of crystals. Give to your school or home, by B.A.A. Member. Tel: (05806) 4328. (13621) 820000

For Sale and Wanted

BOUGHT AN AMSTRAD PCW? Logicalc, WP training guide/workbeats. Ideal for schoolleavers. For write quotation: Richmond Investments Ltd., 4 Ormond Green, Richmond, Surrey. Tel: 01-940 [illegible] Established 1934. (29350) 800000

TRAPPED IN 'TEACHING' Join the Escape Committee Details: Escapers Press (Dept. TES 30), Freepost Cranbrook, Kent TN17 1BR (11596) 800000

WARREN RECORDINGS offer a service cassette duplicating/masting from your tape of your lucution recording for run Recordings, 33 Beckle Avenue, London NW4 [illegible]. Tel: 01-203 0308. (31888) 800000

SCHOOL OF HYPNOSIS Diploma Courses (Hons). Details: 01-359 [illegible]. (32693) 800000

SEEKING PROMOTION? Rex and Joyce Cave, respectively former Chief Inspector and Senior Adviser with Cambridgeshire, have now published: A Teacher's Guide to Promotion £3.50; Certificate Headship £3.50; LEA Inspection and Advisory Work £3.50; Writing for Promotion and Profit £3.50; Teacher Appraisal and Promotion £3.50. Cheques or official Order to: Cave Consultants, 6 Tithe Close, Newmarket, Suffolk CB8 8RR. (07016) 800000

WRITE and sell Children's Stories. Mail tuition. Free insert assistance. Free insert Childcare Features. (TES), 9 Bexley Square, Salford, Manchester M3 6DB. (03733) 800000

Holidays and Accommodation

BRITTANY - between Roscoff/St. Malo. Rustic/camping. Tel: FR 96201659 Cost: Hotel Plemlaniel 22740: FR. (30741) 680000

BRITTANY Nr. Dinant Study Centre for groups of 18 students, free places for leaders. Full board or s/c. Brochure: Trefumel Centre, Frenhoul, Torrington, Devon EX38 8YZ. Tel: 0805 23362. (31771) 880000

CHEAP SCHOOLTRIPS TO HOLLAND Comfortable holiday-centre near Amsterdam receives one party at a time of 30 to 60 persons. Also transfer to Holland and back and conducted educational coach-excursions through Holland organised. T.E. Hinipsen, 35 Stetweg, 1901 JC Castricum, Holland. Phone: 01031 2516 50150. (33869) 880000

DEVON
Farm visits, Farm Holidays, Riding Visits, Riding Holidays, Chesin Farm, Wrantonion, South Brent (0364 47) 3266 (Devon). (31850) 880000

DRISCOLL HOUSE HOTEL, 200 Minute Tours, £70 per week, partial board. Apply 172 New Kent Road, London SE1 4YT. Tel: 01-703 1726. (33361) 880000

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IT'S AN EDUCATION! Home exchanging offers a chance to see the world at low cost and in comfort. INTERCHANGE HOLIDAYS, 6 Blackden Close, Belper, Derbys. DE5 0DL. (34906) 900000

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Home Exchange Holidays

FOR EXCHANGE HOLIDAYS contact HOME-SWOP, PIREFRIAR (BN5 7BA, Bury St Edmunds, Suffolk IP28 6BH (0928-484 315) 24 hrs. (30205) 900000

Cottages Hall, Rhayader, Powys. Phone (0597) 810711. (33876) 910000

Partnerships

6TH PARTNER sought by well-established TEFL organisation to help develop and become the director of a language training service (mainly English as a Foreign language) based in London interacting with agents (persons) in embassies, international companies etc. Very small capital investment required; income by profit-share. Applicants must have substantial experience at all levels in this field and in considering a long-term commitment to a professional service with full scope for initiative. Applicants should send detailed C.V. in strict confidence, for further particulars to: Box TES 00624, Friary House, St. John's Lane, EC1M 4BX. (34943) 920000

Business Opportunities

START AN IMPORT/EXPORT Agency for full-time. No capital, no risk. Send for free booklet. Export/Import Dept. TES, Box 334, London W5. (12945) 920000

Properties for Sale & Wanted

ENGLISH LANGUAGE SCHOOL on South Coast with accommodation for two partners. Suitable for 56 students. Write Box TES 00623, Friary House, St John's Lane, EC1M 4BX. (34645) 940000

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RURAL STUDY CENTRE
Upper Wye and Elan Valleys for Geography, Farming and Wildlife Study. Pony Trekking, Mini-farm, Nature Trail etc. at Centre of Historic House in extensive grounds ideal for residential work. Modern facilities and large lecture rooms. Group size 10 to 60.
Cefnlaes Hall, Rhayader, Powys. Phone (0597) 810711. (33876) 910000

CAREERS ADVICE for teachers, within the profession or seeking job change. Guidance Services Inc. C.V. writing, full range of assessment tests available. For free information pack contact: London office, Bolton (204) 33537, Brighton 0273 675311, Maidstone 0622 [illegible], write Capstan Centre, Wellington House, Ashford Road, Maidstone, Kent. (31531) 880000

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SALARIED PERSONS PERSONAL LOANS Ltd. Loans from £50 - £300 granted same day. No security required. For written quote send P.O. Ingent Street, London E1 3JJ. (34 3519. (09871) 880000

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WRITE and sell Children's Stories. Mail tuition. Free insert assistance. Free insert Childcare Features. (TES), 9 Bexley Square, Salford, Manchester M3 6DB. (03733) 800000

Field Study Centres

CONVERTED FARMHOUSE, North Wales, midway Llanberis/Betws sleeps 14. Details from M.S. Jones, Shrewsbury Mountaineering Club, Breidden House, Alberbury, Shropshire. Tel: 0743 78592. (34802) 910000

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Pantperthog, Machynlleth, Mid Wales. Ideal for 60 persons, Geog., Geol., Biol., G.C.S.E. Fieldwork Study and Outdoor Challenger Courses. Self or Centre Tutored. Field Studies lab. Lecture Rm. Teachers' Resource Packs. Free information. Weekends.
Dept. The Director, Rheidol Study Centre, Penthycoch, Aberystwyth SY23 3EX. Tel: 0970 828322. (31852) 910000

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Situated directly on the rugged North Devon coastline, mid-way between the old village of Mortehoe and the sea-side resort of Woolacombe, the hotel affords spectacular scenery and unsurpassed views over Morte point and the Atlantic Ocean to Lundy Island. Combesgate and Grunta beaches are directly below us, and Barricanes famous shell beach and Woolacombe's miles of golden sands are a short walk away.

Two fine golf courses, Horse-Riding, Sea-Fishing, Surfing and Wind-Surfing are all close at hand plus a repertory theatre and cinema.

We are now accepting bookings for 1987 on Bed and Breakfast or Bed, Breakfast and Evening Meal basis. Many rooms have En-suite facilities and we benefit from a residential licence with a comfortable bar lounge. Special rates for senior citizens and children between 10 and 14, plus great value out of season breaks are available.

Please write now to Lundy House Hotel, Mortehoe, Woolacombe, North Devon or telephone (0271) 870372 for colour brochure and tariff.